



MOUNT MARTY
UNIVERSITY

2020-2021
UNDERGRADUATE CATALOG



WELCOME FROM THE PRESIDENT

Mount Marty University is pleased to provide you with the 2020-2021 academic catalog. This catalog articulates Mount Marty University academic policies as well as detailed information regarding the University's programs of study. In addition to course listings and academic program offerings you will find important information regarding your responsibilities as a student. Please take time to familiarize yourself with the contents of this publication and to use the information as your guide as you pursue your education at Mount Marty.

We, the members of the Mount Marty University Community, are committed to your success and happy to assist you with questions that may arise as you continue your education at any of our three locations: Yankton, Sioux Falls, and Watertown. As always, I encourage you to learn more about our Catholic, Benedictine heritage and find ways to incorporate our core values of Awareness of God, Community, Hospitality, and Life-long Learning into your lives.

Please feel free to contact me or any of our administrative offices for additional information regarding matters contained in this catalog. We are happy to assist you with your questions.

Marcus B. Long, Ph.D. ObIOSB
President

Presidents

| | |
|----------------------------|--------------|
| Mother M. Jerome Schmitt | 1936-1957 |
| Sister Evangeline Anderson | 1957-1974 |
| Dr. Bruce Weier | 1974-1977 |
| Dr. William Tucker | 1977-1983 |
| Sister Jacquelyn Ernster | 1983-1996 |
| Dr. Mark Hurtubise | 1996-2001 |
| Dr. Carrol Krause | 2001-2002 |
| Dr. James T. Barry | 2002-2010 |
| Dr. Carrol Krause | 2010-2011 |
| Dr. Joseph N. Benoit | 2011-2014 |
| Dr. Thomas Lorang | 2014-2015 |
| Dr. Marcus Long | 2015-Present |

Mission Statement

Mount Marty University, an academic community in the Catholic Benedictine liberal arts tradition, prepares students for a contemporary world of work, service to the human community and personal growth.

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Introduction

Mount Marty University welcomes students of all faiths. Mount Marty University prohibits discrimination in its admissions and in its programs with respect to sex, race, age, color, national origin, religious preference and disabilities.

This catalog is intended to serve students and prospective students as an advisory document only. Mount Marty University reserves the right to deny admission and adjust conditions of enrollment, class offerings and services rendered as dictated by the limits of institutional resources, enrollment, faculty availability, and federal and state statutes.

Disclaimer

This catalog is not a contract or an offer but rather a guide solely for the convenience of the reader. This catalog represents the best efforts of the University to inform the reader of facts existing at the time of its publication, however, the educational process is a dynamic one, and sometimes change will be required. Consequently, the University in its discretion reserves the right at any time without prior notice to: make changes to or to withdraw courses or academic programs; to change the fees, rules, and calendar for admission, registration, instruction, and graduation; and to change other regulations affecting the student body.

Such changes take precedence over statements in this Catalog. The University expressly disclaims any liability which may otherwise be incurred by any current or prospective student as a result of these changes.

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2020-2021 UNDERGRADUATE CALENDAR

Fall 2020

| | |
|---|----------------|
| First Day of Classes | August 31 |
| Last Day for Adding Classes | September 4 |
| Labor Day: No Classes | September 7 |
| Mission Day: No Classes | TBA |
| Last Day to Withdraw from 1st 8-Week Course with a Grade of "W" | October 1 |
| Native American/Columbus Day: No Classes | October 12 |
| Midterm Week | October 19-23 |
| First Day of 2nd 8-Week Courses | October 26 |
| Last Day to Change a Class to Pass/Fail | |
| Last Day to Withdraw from a Full-Term Course with a Grade of "W" | November 4 |
| Veterans Day Observed: No Class | November 11 |
| Thanksgiving Break (Wednesday through Friday) | November 25-27 |
| Last Day to Withdraw from 2nd 8-Week Course with a Grade of "W" | November 26 |
| Final Exams (Monday through Thursday) | December 14-17 |
| Grades Due in Registrar's Office | December 21 |

Spring 2021

| | |
|---|-------------|
| First Day of Classes | January 19 |
| Last Day for Adding Classes | January 22 |
| President's Day: No Classes | February 15 |
| Last Day to Withdraw from 1st 8-Week Course with a Grade of "W" | February 19 |
| Midterm Week | March 1-5 |
| Spring Break | March 8-12 |
| First Day of 2nd 8-Week Courses | March 22 |
| Last Day to Change a Class to Pass/Fail | |
| Last Day to Withdraw from a Full-Term Course with a Grade of "W" | April 1 |
| Easter Vacation (Thursday, Friday, Monday) | April 1-5 |
| Last Day to Withdraw from 2nd 8-Week Course with a Grade of "W" | April 22 |
| May Commencement (Watertown) | May 8 |
| Final Exams (Monday through Thursday) | May 10-13 |
| May Commencement (Yankton) | May 15 |
| Grades Due in Registrar's Office | May 17 |

Summer 2020

| | |
|--------------------------------------|-----------|
| First Day of Term (varying sessions) | May 24 |
| Last Day of Term | August 13 |

ACCREDITATION AND AFFILIATION

Accreditation & Memberships

Mount Marty University is accredited by The Higher Learning Commission which accredits degree-granting post-secondary institutions in the North Central Region of the United States. The following programs are approved and/or accredited by specialized accrediting bodies:

Nursing Program is approved by the South Dakota Board of Nursing and is accredited by the Commission on Collegiate Nursing Education; One Dupont Circle, NW, Suite 530; Washington, DC 20036; Phone: 202-887- 6791 x 256.

Teacher Education Program by the South Dakota State Board of Education, 800 Governors Drive, Pierre SD 57501; 605-773-3134.

Affiliation

Mount Marty University is a Catholic institution established in the Benedictine tradition of scholarship and teaching, and conducted in accord with the philosophy of education set out in Apostolic Constitution Ex Corde Ecclesiae for the conduct of Catholic universities and institutions of higher education.



ADMISSIONS

Admission to Mount Marty University signifies the belief in the prospective student's ability to earn a degree. The admission process requires a thorough evaluation of the student. In addition to a student's academic record, consideration for admission will also be dependent upon a student's ability to positively impact the University community. In making admissions decisions, the University may consider prior behavioral or criminal issues and may conduct background and reference checks on potential students. The University specifically reserves the right to deny admission to any applicant.

All applications for admission must be submitted no later than the last business day prior to the semester start date.

The application file, including all official, final secondary and post-secondary transcript(s) and other required documentation, must be complete no later than the end of the first semester of attendance. If the application file is not complete by this date, the student account will be placed on hold and no additional aid or registration for coursework will be processed until all official required documentation is received.

Transcripts and other documents received by the University for the purpose of admission become the property of MMU and will not be released to or copied for students.

Undergraduate Acceptance Policies & Procedures

First-Time Students – High School Graduates

Applicants with a cumulative high school grade point average of 2.0 on a 4.0 scale AND an ACT composite score of 18 or above OR a SAT composite score of 860 (Reading & Math) or above are eligible for regular admission. If the applicant is 21 years of age or over, the ACT or SAT scores are not required. All applicants must submit an application and an official high school transcript from an accredited institution. If an applicant has not yet graduated at the time of acceptance, a final, official high school transcript must be submitted upon enrollment.

First-year applicants will satisfy Mount Marty's standardized testing requirement by self-reporting all ACT and/or SAT scores on the application. Applicants who are offered admission and choose to matriculate at Mount Marty will be required to provide official results upon enrolling. ACT and SAT scores reflected on high school transcripts will be accepted. When assessing ACT/SAT results, Mount Marty will consider admission based on the highest individual section scores or highest composite score from all test dates.

First-Time Students - Homeschool Graduates

Applicants must meet the same GPA, ACT or SAT score requirements as traditional high school graduates. Homeschool applicants must submit an official

homeschool transcript with documentation of affiliation with an accredited institution OR documentation to demonstrate that an exemption for each year of homeschool coursework was approved by their local school district. The necessary paperwork to demonstrate the approved exemption varies from state to state. However, if the applicant's home-schooled education is not through an accredited institution or otherwise authorized or the above documentation cannot be provided, an official GED or HiSet transcript is required for admission consideration.

First-Time Students – GED or HiSet

Applicants who have completed a GED or HiSet test are eligible for regular admission with the following minimum average scores:

| | |
|----------------------------|-----|
| GED (Test Date: Pre-2001) | 50 |
| GED (Test Date: 2001-2013) | 500 |
| GED (Test Date: 2014+) | 165 |
| HiSet | 12 |

An official GED or HiSet transcript must be submitted for admissions consideration. Mount Marty University reserves the right to request ACT or SAT scores as well as a partial high school transcript prior to enrollment from applicants with a GED or HiSet.

Transfer Students

Applicants are considered transfer students if they enroll in a minimum of one University-level credit hour after high school graduation, not including the summer immediately following high school graduation. Applicants are eligible for admission if they have a cumulative institution grade point average of 2.0 for all university coursework previously attempted. All applicants must submit an application and official transcript(s) of all previous university coursework. After all university transcripts have been submitted, a transfer credit evaluation will be completed to determine transferability of prior coursework. Applicants with 30 transferrable credits from accredited post-secondary institutions will not be required to submit official high school or GED/HiSet transcripts. If the transfer credit evaluation noted above reflects less than 30 transferrable credits, official high school or GED/HiSet transcripts will be required for admission consideration. See Transfer Policy section below for more information.

International Students

To be admitted, international students must meet the same admission criteria as first-time or transfer students from the United States. Applicants from foreign countries are advised to begin application procedures at least six months in advance of anticipated enrollment. The applicant must submit an application, official transcripts for any US based coursework and/or appropriate academic credential evaluation(s) for any non-US based coursework. All secondary and post-secondary transcript(s) from institutions that are not based on the United States must be submitted to an approved service for academic credential evaluation. This official academic credential evaluation must be submitted to Mount Marty directly from the evaluating service. After all transcripts for any post-secondary coursework have been submitted, a transfer credit evaluation



will be completed to determine transferability of prior coursework. See Transfer Credit Policy section below for more information.

Applicants whose native language is not English are required to complete one of the following assessments of English proficiency and meet a minimal score as outlined below. Official test scores and results must be sent directly to Mount Marty University. English proficiency is waived for students transferring from a U.S. college with 2 years of ESL or the completion of college-level Composition 103 and Composition 104.

- Test of English as a Foreign Language (TOEFL): 70
- International English Testing System (IELTS): 6
- Duolingo: 95
- SAT: 940 (Equivalent to MMU admission requirement)
- ACT: 18 (Equivalent to MMU admission requirement)

Before admission, international students must prove that financial resources are available to them to cover all educational costs while attending MMU. International students are required to submit a completed International Student Financial Affidavit Form along with appropriate documentation of financial resources. For more detailed, step-by-step directions to the international admissions process, please reference the website.

International students enrolled at the University under a student visa are responsible for maintaining active status and must consult with the Primary Designated School Official (PDSO) or Designated School Official (DSO) with all matters related to enrollment. Failure to do so will result in the loss of status and make the student subject to deportation. To maintain status, the student is responsible for maintaining health insurance, a valid passport, a valid I-20 and continual enrollment as a full-time student. Students must also notify the PDSO or DSO of changes of program, residence, graduation date and funding sources. International students on student visa are not authorized to work off-campus without prior approval by the PDSO or DSO.

Readmission

Students who were previously enrolled at Mount Marty University, have not enrolled at another post-secondary institution since leaving Mount Marty, and meet the following criteria are eligible to apply for readmission:

- Students who wish to continue enrollment immediately following the completion of a certificate or degree.
- Students with a break in enrollment of no more than one semester through an approved leave of absence agreement.

If granted readmission, students will continue under the institutional and departmental graduation requirements at the time of original admission. Students returning after suspension or dismissal for academic or disciplinary reasons do not qualify for readmission under these terms. A new official application must be submitted for consideration and, if admitted, the student will be under the terms of the current catalog.

Conditional Admission

Mount Marty University reserves the right to use academic discretion in admissions decisions. Applicants who do not meet the minimum admission requirements may be admitted on a conditional status if approved by the Admissions Appeal Committee.

Conditions required for acceptance will be outlined in the acceptance contract to which the student must agree, in writing, to abide by before registering. Students are admitted conditionally for two semesters. Conditional students must earn at least a 2.0 grade point average the first two semesters. Failure to achieve this requirement will result in continued conditional status or suspension as determined by the Academic Standards and Admissions Committee. Students may appeal conditional status within two weeks of grade posting to the Admissions Appeal Committee if a cumulative grade point average of 3.0 is achieved after the first semester.

Unclassified Admission

Unclassified admission is reserved for applicants who wish to enroll for a limited number of credits, but do not wish to pursue a degree from Mount Marty University. An application for unclassified admission must be completed before registration. Students registered as unclassified are not eligible for financial assistance. If regular admission is desired, the unclassified student must complete the full admission application.

High School Students

High school students who wish to enroll in non-dual credit university courses before graduation from high school may do so under the unclassified admission with the following provisions:

- only students who have completed their sophomore year of high school are eligible,
- the high school student's school counselor must approve enrollment,
- University course load must not exceed six hours or two classes, unless prior approval is granted by the student's high school counselor and the Mount Marty Vice President of Academic Affairs and Dean.

Transcript Policy

In order for a transcript to be considered official, it must be sent directly from the granting institution to Mount Marty University.

Transfer Policy

Courses for which a grade of C- or higher was earned from a regionally accredited institution will be accepted in accordance with the guidelines described below. Credits earned more than seven years prior to enrollment will be reviewed by the department.

For courses from accredited vocational, technical and community college institutions, Mount Marty University will accept credit toward the degree that

would be considered a course-for-course match (i.e. composition, literature, college algebra, etc.) or applicable toward the student's major, minor or general education course of study. A maximum of 15 credits can be applied as elective credit. If there is a more formalized articulation exists between Mount Marty University and the vocational, technical or community college programs, credit will be granted as agreed upon in the formal articulation.

Courses taken for a P or S grade will be accepted if the transfer institution has a documented policy stating that a grade of C or higher must be achieved to earn a grade of P. Courses at the remedial level will not transfer for undergraduate credit. Courses at previous colleges granted by exam or for prior learning will require additional documentation for acceptance of credit.

The student's cumulative grade point average for all previous coursework will be used for acceptance into Mount Marty University. All courses that are transferred become part of the student's permanent record. Only the credits that actually apply toward the major, minor, general education, elective or certification authorizations course of study will be transcribed.

FINANCIAL INFORMATION

Current Costs

Mount Marty University is a nonprofit institution. The tuition and fees that students pay cover approximately 60% of the educational costs of a Mount Marty education. The remainder is borne by the University through gifts, grants and other income sources. Mount Marty's Board of Trustees sets tuition and fee rates annually. A detailed listing of tuition, fees and other charges for all programs and locations, including graduate programs may be found on the Cost page of the Mount Marty website.

Yankton Undergraduate

| | |
|------------------------|-----------------------------------|
| Full-time tuition/fees | \$14,568/semester (12-18 credits) |
| Part-time tuition/fees | \$607/credit (1-8 credits) |
| Part-time tuition/fees | \$1,034/credit (9-11 credits) |
| Standard room/board | \$4,173/semester |

Tuition, fees, and all other student charges are payable in full at the start of each semester. All accounts not paid in full by the established deadlines will be assessed late fees and monthly interest charges. Students may be dismissed for nonpayment.

Students provide their own means of transportation to, from and while at the institution where professional experience is obtained. Some agencies require use of a car and appropriate insurance coverage. All living expenses during off-campus experiences are paid by the student.

Transportation costs for required field trips are paid for by the university. If trips are optional, transportation costs are paid for by the student. Living expenses in both cases are paid by the student; there is no reimbursement for room and board for field trips.

Refund Policy

Refunds and/or tuition adjustments are given to students who officially withdraw from the university or who incur suspension. Refunds are made to the student according to the date of formal and official withdrawal or effective suspension date and according to the following schedule:

Fall/Spring Terms:

- 100% Refund for courses dropped within the first week
- 60% Refund for courses dropped within the second week
- 0% There is no tuition refund for courses dropped after the second week of classes

Summer Term:

- 100% Refund for courses dropped before 2nd day of class begins
- 75% Refund for courses dropped before 3rd day of class begins
- 0% Refund for courses dropped after 3rd day of class

All fees are nonrefundable once classes begin.

Refunds for room and board fees are available to students who withdraw from the University within the first five (5) business days of the semester. Students will be charged only for the first week of costs associated with room and board.

The return of military tuition assistance policy can be found at mountmarty.edu.

Return of Title IV Funds Policy

This policy applies to students who withdraw or are expelled during the first 60% of the semester. The term “Title IV Funds” refers to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs: Federal Direct Unsubsidized Loans, Federal Direct Subsidized Loans, Federal Direct PLUS Loans, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG) and TEACH Grants. The Return of Title IV Funds calculation is a federally mandated formula to determine how much federal funding was “earned” up to the time of withdrawal.

Title IV aid is earned in a prorated manner up to the 60% point in the semester. Title IV aid is viewed as being 100% earned after that point in time. If a student withdraws on or before the 60% point in the period of enrollment (calculated using calendar days), the student may be required to return all or a portion of the Federal Title IV funds they received. The calculation of the return of these funds may result in the student owing a balance to the institution and/or the federal government. A copy of the “Return of Title IV Funds Worksheet” used for this calculation is available in the Mount Marty University financial assistance office. The amount of funds to be returned to the federal government will be calculated from the date the student officially withdrew from classes or, in the case of an unofficial withdrawal, the last date the student was involved in an academically related activity. An official withdrawal occurs when a student follows the published process for withdrawing from the University prior to the end of the term.

Official Withdrawal: The student’s official withdrawal date is:

- the date the student began the institution’s withdrawal process by contacting the Registrar’s Office and providing official notification (verbally or in writing) of their intent to withdraw from the institution.

For tuition refunds and financial aid refunds, the date of withdrawal is the date the student notifies the Registrar’s Office. Room and board refunds are prorated based on the date the student moves out of the residence hall.

Unofficial Withdrawal: An “unofficial withdrawal” occurs when:

- a student leaves school without notice, or
- when all courses in which the student is enrolled are given an “F” grade due to non-completion of all courses

For unofficial withdrawals the student’s last date of attendance or participation in



an academic activity will be used to calculate the Return of Title IV Funds.

Mount Marty University responsibilities regarding “Return of Title IV Funds” include: Dispersing “Return of Title IV Funds” information to students, identifying students affected by this requirement, completing the “Return of Title IV Funds” worksheet calculation for those students and returning any Title IV funds that are due the Title IV programs.

The student’s responsibilities regarding the “Return of Title IV Funds” include: returning to the Title IV programs any funds that were disbursed directly to the student and for which the student was determined to be ineligible for after the “Return of Title IV Funds” worksheet calculation. If the student received a refund from financial aid used for education-related personal expenses or housing expenses, they may be required to return a portion of these funds to the school. This portion represents funds that were intended to pay for the student’s education related expenses though the end of the semester.

Any unearned Title IV aid must be returned to the federal government within 45 days of the date of determination of the student’s withdrawal. The Mount Marty University Financial Assistance Office will notify students with instructions on how to proceed if they are required to return funds to the federal government.

The order for the return of Title IV funds to the federal government is as follows: Federal Direct Unsubsidized Loans, Federal Direct Subsidized Loans, Federal Direct PLUS Loans, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG) and TEACH Grants.

A student may be eligible for a post-withdrawal disbursement if prior to withdrawing, the student earned more federal financial aid than was disbursed. If a student is eligible for a post-withdrawal disbursement for Title IV funds, the disbursement will be processed for the student and a refund will be issued within 14 days of the credit balance.

If the post-withdrawal disbursement includes loan funds, the Mount Marty University Financial Assistance Office must get the student’s permission before it can disburse the loan funds. Students may choose to decline some or all of the loan funds in order not to incur additional debt. A notice will be sent out to the student, and the signed, original document must be returned to the Mount Marty University Financial Assistance Office within 14 days.

Mount Marty University may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition and fees. However, the school needs the student’s permission to use post-withdrawal grant disbursements for all other school charges. If the student does not provide their permission, the student will be offered funds. However, it may be in the student’s best interest to allow the school to apply the funds to the student’s balance and reduce the student’s debt at the school.

It is also important to keep in mind that accepting a post-withdrawal disbursement of student loan funds will increase the student's overall student loan debt that must be repaid under the terms of the Master Promissory Note. Also, accepting the disbursement of grant funds will reduce the remaining amount of grant funds available to the student should the student continue their education at a later time.

Financial Assistance

The primary responsibility for financing an education rests with the student and the family. Financial assistance is supplementary to personal and family resources. In order to determine uniformly the financial need of students, the University accepts the Free Application for Federal Student Aid (FAFSA).

Financial assistance may take the form of scholarships, grants, work and/or loans. The type and amount of financial assistance awards are based on the estimate of financial need according to the Federal Student Aid Report, academic promise and available funds.

Applications for all types of financial assistance are made annually. If a family has more than one member applying for financial assistance, each must submit an application. Students applying for scholarships, grants or loans must be accepted for enrollment and complete and submit a FAFSA, requesting that results of the analysis be sent to Mount Marty University. All necessary forms for financial assistance are available from the Financial Assistance Office and online from the Mount Marty University website.

Students are encouraged to apply early since financial aid awards are based on available funding. It is recommended that the FAFSA be submitted as soon as possible after the October 1 FAFSA filing start date for the upcoming academic year. Financial assistance awards are made after all necessary application forms are received by the Financial Assistance Office and financial need has been determined. Each financial assistance application is given individual attention so that the type and amount of financial assistance is tailored to an individual's need. Because family circumstances change from year to year, application for federal assistance must be made annually.

Assistance received under federal programs is disbursed in equal payments for enrolled semesters. Other forms of assistance are credited to the student's account except for campus employment checks, which are disbursed in regular payroll intervals.

Satisfactory Academic Progress Policy (SAP)

In order to receive Federal Student Aid, the U.S. Department of Education requires that students maintain satisfactory academic progress toward the completion of their degree.

Federal Student Aid includes Federal Pell Grant, Federal TEACH Grant, Federal



Supplemental Educational Opportunity Grant (SEOG), Federal Work-Study, Federal Direct Loan (Subsidized and Unsubsidized), Federal Direct PLUS Loan.

Also, other Federal Agencies may require students to maintain Satisfactory Academic Progress for their aid programs. The academic record of all students will be monitored to ensure compliance with the requirements specified below. Therefore, even the academic record of those who have not received Federal Student Aid in the past may impact future eligibility. Failure to meet the following standards will result in financial aid suspension of eligibility for Federal Student Aid. A review takes place at the end of every term (fall, spring, summer).

Qualitative Standard

Students must meet minimum academic progression standards. These standards are based on the student's cumulative grade point average. The cumulative grade point average is calculated in accordance with the Mount Marty University institutional grading policy. All audited coursework is excluded from this calculation. Making satisfactory academic progression is as follows: A student with a cumulative grade point average of 2.0 or better is considered to be in good academic standing. If a student's cumulative grade point average falls below 2.0 in any academic term (i.e. fall, spring, summer), the student is placed on financial aid warning the following term. While on financial aid warning, the student must earn a cumulative grade point average of 2.0 or better. When a student on financial aid warning achieves a cumulative grade point average of 2.0 or better, the student is returned to good academic standing. A student on financial aid warning who fails to maintain a cumulative grade point average of 2.0 or better is placed on financial aid suspension.

Quantitative Standard (Pace)

In order to maintain satisfactory progress toward the completion of their degree, all students must successfully complete 67% of cumulative attempted credits. Attempted credits include all credits that would appear on a student's academic transcript at the end of any given term, including withdrawals, incompletes, repeated courses, remedial coursework, transfer credits and credits attempted at any time when not receiving Federal Student Aid. Audited coursework is not included. Credits that may have been part of a successful academic amnesty appeal will still be included. Successfully completed credits for undergraduate students include grades of A, B, C, D and P. All other grades would not be considered successful completion. Evaluation of this quantitative standard will be measured at the end of each term.

Maximum Attempted Credit Hours

The U.S. Department of Education has established a limit on the number of credits a student can attempt and still remain eligible for Federal Student Aid. This limit is based on 150% of the credits required to complete the degree for which the student is pursuing. Students can consult the University Catalog to find the duration of their program and then multiply that number by 1.5 to determine the credit limit that applies to their financial aid. Examples are listed on the next page:



| | |
|------------------|--------------------------------|
| Type of Degree | Maximum Credit Hours Attempted |
| Associate Degree | 96 |
| Bachelor Degree | 192 |

Remedial Courses

The University offers a limited number of remedial courses. These credits are included in credits attempted and GPA is also calculated. However, these credits may not be applied toward graduation requirements.

Incomplete Grades

Courses assigned an Incomplete grade at the end of the term will have the credits calculated as attempted, but no GPA for the incomplete will be calculated. A grade of "I" (Incomplete) may be changed to a passing grade within one term from the date of award of this grade if the student satisfactorily completes all the course requirements as set by the course instructor. Otherwise after this period "I" will automatically be changed to an "F" and SAP will be calculated on the "F" grade.

Transfer Credits

All transfer credits accepted for the students program of study at the University will be counted as "attempted" and "completed" credits. Transfer credits will not be included in the calculation of the student's GPA.

Withdrawals

After census date, a student may withdraw from a course through 60% of the term and receive a grade of "W". Credits with a status of "W" will be counted as attempted credits with no GPA calculation. Students that withdraw from the University after the 60% point in the term are assigned grades of "WP" (withdrawal passing) or "WF" (withdrawal failing). WP grades are counted as attempted credits with no GPA calculation while WF grades are counted as attempted credits with an "F" GPA calculated. The University performs "Return of Title IV" calculations for all withdrawing students per the "Return of Title IV Funds Policy. If a withdrawn student returns to the University, the University will apply the SAP policy in continuation of the student's SAP status at the time of the withdrawal.

Repeating Courses

When a student fails to earn a required grade for their program, the student will be responsible for any additional cost incurred for retaking the course. All repeated courses will be included in credits attempted. Only the GPA from the "best" grade will be used in the calculation of the GPA.

Changing Programs of Study

A student changing from one major to another or adding an additional major will need to complete a change of major form. All the student's attempted credits are counted toward the 150% eligibility. SAP-status of a student will be applied in continuation from one major to the other.



Enrolling in a Second Program of Study

Students that have declared more than one major, may pursue their programs concurrently. Maximum duration for SAP will be based on 150% of the standard program degree requirements.

Academic Suspension

Students placed on any type of academic suspension other than failure to meet cumulative qualitative and quantitative academic progress standards immediately lose financial aid eligibility until the student is reinstated to the program.

Appeal of Financial Aid Suspension

Students who have had their eligibility for Federal Student Aid suspended may complete an appeal form to explain mitigating circumstances. There is no guarantee for approving a financial aid eligibility appeal. Such appeals will be dealt with on a case-by-case basis. Appeal forms are available in the Mount Marty University Financial Assistance Office or on the Mount Marty University Financial Assistance website. If an appeal is granted, the student will be placed on financial aid probation for one semester in order to meet satisfactory academic progress standards. The student may also be placed on an academic plan to regain satisfactory academic progress. If the student has not met the satisfactory academic progress standards after their one semester of probation, their financial aid will be suspended. Likewise, if the student fails to achieve the conditions of their academic plan as provided in their appeal, their financial aid will be suspended. To ensure a timely review, students should make an appeal at least one month in advance of the start of the term for which they wish to receive aid. If a student is academically suspended for reasons other than failure to meet the cumulative quantitative and qualitative academic progress standards, and is subsequently reinstated to his or her program of study, the student may also be reinstated to financial aid eligibility as long as the student is otherwise eligible to receive financial aid. A separate appeals process is not necessary to reinstate financial aid eligibility under these circumstances. Eligibility will only be reinstated upon confirmation from the Registrar and/or Admissions office that the student has been officially reinstated to the program and is in good standing as a regularly admitted student.

Reinstatement of Financial Aid Eligibility

Students who have lost their Federal Aid eligibility, but have subsequently met the qualitative and/or quantitative standards as stated above, will have their aid eligibility reinstated. Reinstatement will be considered effective with the next term of attendance.

Satisfactory Academic Progress and Non-Federal Aid

There are also non-federal sources of financial assistance (institutional, local, private, state), which may require students to meet satisfactory academic progress standards. Students who apply for non-federal forms of aid are advised to review their academic standards in order to determine or ensure continued eligibility. Mount Marty University institutional aid has the same Financial Aid Suspension guidelines as stated above.

Employment Opportunities

Campus Employment Program

This program is sponsored by Mount Marty University to provide employment to students who do not qualify for the Federal University Work Study Program. This program operates in the same manner as the FCWS program listed below, but does not have a need requirement.

Federal University Work Study Program

This is a federally sponsored program providing job opportunities for students with financial need as determined by the Federal Student Aid Report. Students are assigned to jobs on and off campus. In making job assignments, consideration is given to the student's major, interests, skills and previous experience. New students are asked to complete a Student Employment application to assist in job placement. Students are paid at least minimum wage and receive payment monthly.

Scholarships/Awards

Mount Marty University provides a number of tuition scholarships to acknowledge and support outstanding academic achievement, community service, leadership and special talent. Any prospective student who believes that he or she is eligible and/or has financial need should consider applying for a scholarship. Information on current scholarships may be obtained from the Admission or Financial Assistance Offices.

Please note that scholarships, grants and awards are reserved for full-time Yankton Campus students (12 or more credits per semester). The scholarships are contingent on the maintenance of this status and must be in good academic standing. Scholarships apply to the regular academic semesters (fall/spring) only. Scholarships do not apply to discounted programs. The university recommends that eligible students submit their scholarship application immediately following acceptance.

Mount Marty University reserves the right to limit the amount and number of university sponsored scholarships or grants awarded to an individual student. The university also reserves the right to renew scholarships from university-funded sources. Awards may be continued, increased or decreased, depending on the conditions existing at the time of awarding renewal applications.

Mount Marty University scholarships and grants are awarded on an annual basis. Factors such as academic achievement, talent, need and availability of funding are used in evaluating the awards. Scholarships may be awarded from either or both the Mount Marty University or name scholarship programs.



ACADEMIC SERVICES

Advising

Mount Marty University provides a unique advising system. This system of advising assures that each student has the support he or she needs from the beginning of his/her university career to graduation. The caring attitude of university personnel is viewed as the most effective retention force on a campus.

At Mount Marty University, each student is matched with an academic advisor. The advisor provides formal and informal guidance intended to help the student investigate, identify and accomplish academic and career plans that are compatible with his/her life goals. In addition to providing academic advising, advisors serve as general consultants to their advisees and refer those with special needs to appropriate support services.

Although Mount Marty University takes pride in its network of academic advisors and career counselors who assist students in working toward a degree, the final responsibility for completing all degree requirements rests with the student.

Career Services Office

The goal of the Career Services Office is to assist students and alumni with their career-related needs. The office delivers a broad range of programs and services which include: testing for selection of university majors as well as for careers, graduate school application process, coordination of internship programs, mentor and shadowing programs, campus job fairs, and career-related workshops and seminars. The Career Reference Library has up-to-date reference materials for the job search process, graduate school application process, career testing, scholarship information and study abroad resources.

The Center for Academic Excellence

The Center for Academic Excellence offers student-centered, peer and professional led services designed to enhance student academic success, improve student retention and perseverance toward graduation and build a foundation that enables students to become confident, capable, independent learners.

Disabilities

Mount Marty University takes great pride in the academic achievements of its students and is committed to ensuring equal learning opportunities for all students. Students with disabilities may request reasonable and appropriate accommodations through Disability Services. The Disability Services office, housed in the Center for academic Excellence (SLC 105) provides students with equal access to their Mount Marty University education in accordance with

the University's procedures, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Personal support, self-advocacy skills, and determining beneficial accommodations are among the services offered through Disability Services to any student with a qualifying and documented learning, physical, or psychological disability.

First Year Experience

The First Year Experience (FYE) is designed to engage and connect freshman with the Mount Marty community and provide support that enables them to succeed at University. The goals of the program are to provide students with a liberal arts experience that includes resources about being a University student, offers access to other available campus and online resources and fosters the development of Benedictine values. The FYE provides both a curricular and co-curricular component consisting of a First Year Seminar, a Wisdom of Benedict course, the Freshman Advising Program, New Student Orientation, an Early Alert System, Campus Ministries, the Center for Academic Excellence, Career Development and various other campus resources and activities designed to promote student success.

Honors Program

The Honors Program is offered to students who have demonstrated exceptional academic skill and who wish to explore areas above and beyond the standard classroom requirements.

Freshmen students must meet two of the following criteria for acceptance:

- cumulative ACT of 27 or higher
- GPA of 3.5 on 4.0 scale
- Graduate in the top 20% of their high school class

Students who wish to apply after their first semester, may submit a letter of interest, two letters of reference and a copy of all University transcripts showing a minimum cumulative GPA of 3.5.

The curriculum of the program includes the completion of four honors courses (one credit each), an honors seminar (one credit) and a cultural/service trip (credit or no credit).

Seminars may not be taken on pass/no pass basis and a grade of C or higher must be earned. A cumulative GPA of 3.5 is required for graduation from the Honors Program.

Honor Societies

Phi Alpha Theta is an international honor society for students who have completed a minimum of twelve credits of history with honors.

Sigma Tau Delta membership confers distinction on students who excel in the study of English language and literature.



Sigma Theta Tau is a national honor society for students in nursing.

Library

The Mother Jerome Schmitt Library, through its varied and expanding collections, provides high quality collections and services for learning and research. The library collection of approximately 75,000 book and audio-visual materials is arranged by Dewey Decimal Classification in open stacks. An online catalog provides access to these materials as well as to the materials in more than 75 libraries in the state of South Dakota through South Dakota Share-It. The library also subscribes to periodical titles including journals, magazines and newspapers. The library subscribes and has access to numerous online periodical indexes and full-text databases that provide access to a wide variety of materials 24 hours a day, seven days a week through the library web page.

Publications

The University publishes an annual, online, literary magazine -- PADDLEFISH. Students can submit creative work -- nonfiction, fiction, poetry, design and art -- for juried publication in PADDLEFISH. Students are involved in every step of the selection, editing and publishing process.

ACADEMIC POLICIES

Academic Amnesty Policy

An undergraduate student who experienced previous academic deficiencies at Mount Marty may apply for academic amnesty for up to two consecutive semesters of Mount Marty credit. Prior to applying, the student must not have attended Mount Marty for at least three years. Upon returning, the student must maintain a minimum term GPA of 2.5 for 12 credits, or in the case of a part-time student, consecutive terms of 2.5 GPA until 12 credits have been earned.

The application for amnesty of up to two semesters must be submitted to the Academic Standards and Admissions Committee. Applications must be submitted by mid-term of the semester following successful completion of the requirements. If the application for amnesty is accepted, it will pertain to the entire semester not partial semesters.

This policy applies only to the student's GPA. All course grades will remain on the student's official record. A student may use academic amnesty only once. All grades obtained at Mount Marty shall be used in the calculation to determine graduation honors.

Academic amnesty does not guarantee that the courses will be excluded from certain professional programs, graduate programs or other institutions of higher learning. This amnesty policy does not apply to anyone seeking a degree or certification in Teacher Education and the Nursing programs. This policy does not override policies of individual majors.

Academic Integrity

As an academic community rooted in Benedictine values and traditions, we recognize that our search for knowledge, truth, and wisdom requires unwavering individual and collective commitment to the pillars of academic integrity: honesty, trust, fairness, respect, and responsibility. We believe that our identity, and our ability to contribute meaningfully to the world, is built upon these pillars. By accepting our place as members of the Mount Marty community, we acknowledge our personal commitment to a culture of integrity by holding ourselves, and others, accountable to the highest academic and ethical standards.

Academic Dishonesty Policy

Students are encouraged and expected to conduct themselves conforming to the highest standards in regard to academic honesty. Violations of this policy may result in dismissal. This policy applies to any act of academic dishonesty that occurs during a student's matriculation. Withdrawal from a course or completion of a course prior to discovery of the violation will not relieve a student of potential disciplinary action in connection with academic dishonesty.



Academic dishonesty includes but is not limited to the following:

- Unauthorized Collaboration: (1) attaching one's name to a group project without an authentic understanding of the work submitted; not making a fair and proportional contribution to the effort of the collaborating group and/or the ability to defend or interpret individually the work submitted; (2) working with others without the specific permission of the instructor on assignments that will be submitted for a grade, including but not limited to in-class or take-home tests, papers, labs, or homework assignments.
- Cheating: Using or attempting to use unauthorized materials in any academic exercise or having someone else do work for you. Examples of cheating include looking at another student's paper during a test, bringing an answer sheet to a test, obtaining a copy of a test prior to the test date or submitting homework borrowed from another student.
- Plagiarism: Using the words or ideas of another writer without attribution so that they seem as if they are your own. Plagiarism ranges from copying someone else's work word-for-word, to rewriting someone else's work with only minor word changes, to summarizing work without acknowledging the sources, to using one's own work in more than one course.
- Falsification: Presenting or submitting fraudulent information (i.e. information that has been altered or created for the purpose of deceiving one's audience, readers, instructor or colleagues.)
- Fabrication: Inventing or falsifying information. Examples of fabrication include but are not limited to inventing data for an experiment you did not do or did not do correctly or making reference to sources you did not use in a research paper or project.
- Electronic Dishonesty: Examples of electronic dishonesty include but are not limited to unauthorized use of cell phones, smart watches, programmable calculators, digital cameras, computers, headsets; using someone else's authorized computer account to send and receive messages, breaking into someone else's files, gaining access to restricted files, disabling other's access to network systems or files, knowingly spreading a computer virus or obtaining a computer account under false pretenses.

Penalty for Academic Dishonesty: Sanctions imposed are at the discretion of the faculty member and include, but are not limited, to the following:

- Written or verbal warning to the student
- Redo the assignment
- Reduce grade on the assignment
- Zero points for the assignment
- Reduce course letter grade
- Failing the course (after consultation with the Division Chair)
- Probation – This sanction is limited to severe or repeated acts of academic dishonesty and can be imposed by the Vice President for Academic Affairs (VPAA) after review of the student's file and in consultation with the faculty member(s).
- Dismissal from Mount Marty– This sanction is limited to serious and/or repeated acts of academic dishonesty and may be imposed by the



Vice President for Academic Affairs after review of the student file and in consultation with the faculty member(s).

Procedures for Resolving Academic Dishonesty Issues

At no point in the procedure may legal counsel be present. Academic dishonesty procedures begin with the faculty member. Based on the nature of the suspected infraction, the faculty member is encouraged to consult with the Division Chair to describe the infraction, the evidence and the penalties being considered. The faculty member should also contact the VPAAs' office to determine if the student has previously been in violation of the Academic Dishonesty policy. An Academic Dishonesty Reporting Form may be filed with the VP for Academic Affairs for each violation, but if a form is not filed, the faculty member must notify the student's advisor of the incident.

A faculty member who believes that a student has committed academic dishonesty should meet (preferably in person, but via alternate means if necessary) with the individual student about the assignment, exam or activity within ten business days of discovery of the violation. At the faculty member's option, the Division Chair may also be present for this meeting. At this time, the faculty member needs to provide the student with explicit and well-documented evidence supporting the faculty member's belief that the student has committed academic dishonesty. The faculty member should provide the student with a copy of the Academic Dishonesty Reporting Form (if a form is filed), and a copy of this Academic Dishonesty Policy. The faculty member will then allow the student to address the allegations. If the student cannot satisfactorily defend the allegations, the faculty member will then tell the student what penalty will be imposed, and will follow-up in writing (via email or otherwise) with the student to confirm the penalty. The written notification will be provided by the faculty member to the student within two business days of the conclusion of the meeting. The faculty member will also provide a copy of the written notification to the student's advisor and to the Vice President for Academic Affairs if an Academic Dishonesty Form is filed. If an Academic Dishonesty Form is filed, or in the event a student's advisor notifies the Vice President for Academic Affairs of a repeated offense, the Vice President for Academic Affairs will review the student's record and may impose additional sanctions on the student, including probation or dismissal from the University.

A student may appeal the faculty member's decision, or any additional penalty imposed by the Vice President for Academic Affairs, as follows:

1. The student must file a written appeal, including any documentation the student deems pertinent to the appeal, with the office of the Vice President for Academic Affairs within ten business days of receiving written notice of the faculty member's decision and/or notice of any additional penalties imposed by the Vice President for Academic Affairs.
2. Within ten business days of the receipt of the student appeal, the Vice President for Academic Affairs will convene the Academic Standards and Admission Committee (the "Committee") to have a formal hearing on the appeal. Only the five faculty members and two student members of the Committee will participate in the appeal - no ex officio



members will participate, and the Vice President for Academic Affairs is specifically excluded from the hearing process. If all Committee members are not available, the hearing may proceed as long as four faculty members and one student member are available. The Committee will be provided with the following:

- a. The student's letter of appeal and supporting documentation
- b. Evidence of the violation from the faculty member
- c. Academic Dishonesty Form(s)
- d. Other documentation pertinent to the appeal

The hearing will be conducted in a manner allowing the student to appear in person if possible. If that is not possible, the hearing may be conducted by electronic means. The Committee may request additional information (including documentation and/or testimony) from the parties involved. The student will have an opportunity to present evidence and argument to the Committee if the student chooses to do so. The Committee will make its decision based on preponderance of the evidence and by majority vote.

3. The Committee will provide the student, faculty member, Division Chair, and Vice President for Academic Affairs a written report of its findings within seven business days of the hearing.
4. Should the student wish to appeal the Committee findings, the student may file a written appeal specifying the student's disagreement with the Committee decision to the Vice President for Academic Affairs within five business days of receiving the decision from the Committee. No new evidence can be submitted on appeal. The Vice President for Academic Affairs must issue a written decision to the student within fifteen business days of receiving the appeal. The decision of the Vice President for Academic Affairs is final.

For purposes of this policy, the phrase "business days" means Monday through Friday, but excludes holidays and days during which the Mount Marty University campus offices are closed (e.g., Christmas Break, Thanksgiving Break, Spring break, etc.). When Mount Marty University campus offices are closed, the time for action will toll until the date campus offices reopen.

Adding and Dropping Classes

The add/drop period is the time during which students may adjust their academic course schedule for the term without transcript notation. The last day of the drop/add period for a course is designated as the census date for that course and is the official date for enrollment reporting. Refer to the University calendar for specific dates.

After the census date, a student may withdraw from a course without academic penalty through 60% of the term. However, classes will remain on the transcript with a grade of "W" indicating withdrawal. Non-standard courses will be calculated individually. After 60% of the term, no withdrawal will be permitted and the student must accept a grade.



Assessment

Each program will identify a comprehensive assessment plan, including program outcomes, which will be measured by one or more, but not limited to, the following:

- Comprehensive exam
- Capstone project
- Thesis/Portfolio project
- Standardized national exam

Attendance

Instructors are expected to state requirements for class attendance in keeping with the nature and structure of the course. It is expected that students attend each session of courses in which they registered in order to master the content of the course with the assistance of the instructor's leadership and the interaction of students in the class.

For courses offered in hybrid delivery format, combined face-to-face meetings and online, students are expected to complete independent study between sessions via the University learning management system. Online students are required to submit a graded assignment/discussion through the University learning management system during the first week of class. Students in the 8-week Flex Option programs must attend class in person, face-to-face (F2F), during weeks 1 and 8. During weeks 2-7, students must attend class F2F one day per week and may choose to "attend" class on the other day F2F, by remote attendance or online.

Students who miss class are responsible for work missed. Absence may jeopardize a student's understanding of course content and may result in a grade reduction or failure of the course. Failure to attend a course does not automatically release a student from financial obligations associated with that course. Should a student decide to drop a class or withdraw from the University, the appropriate approval needs to be obtained by the academic advisor.

Refer to the Mount Marty University Administrative Initiated Withdrawal policy for additional information.

Audit

If space is available, full-time students may audit courses. Priority of class registration is given, however, to regularly-enrolled students. Requirements for level of participation in the class are set by the instructor. Courses that are audited will not receive any semester credits that can be applied to any department or University graduation requirement. A decision to change a section status from audit to credit must be made with the consent of the instructor and registrar prior to the last day to withdraw.



Calendar

Mount Marty University operates throughout the calendar year with the usual nine-month academic year and additional summer sessions. The academic year includes a fall semester which usually commences in late August and ends in December and a spring semester which commences in January and ends in May. The summer semester offers classes of varying lengths.

Class Status and Normal Load

A full-time undergraduate student is defined as one who carries a minimum of 12 credits. Registration above 18 credits requires the prior approval of the VPAA and is subject to an additional fee.

For registration and reporting purposes, Mount Marty University determines the student's class level by the following divisions in cumulative credit hours earned.

| Classification | Credits Earned |
|-----------------------|-----------------------|
| Freshman | 0-23 |
| Sophomore | 24-59 |
| Junior | 60-89 |
| Senior | 90+ |

A credit hour is a unit of measure that gives value to the level of instruction, academic rigor, and time requirements for a course taken at an educational institution. At its most basic, a credit hour is a proxy measure of a quantity of student learning. The higher education community has long used the credit hour, as defined by the Carnegie unit, as part of a process to establish a standard measure of faculty workloads, costs of instruction, and rates of educational efficiencies as well as a measure of student work for transfer students.

The amount of work represented in intended learning outcomes and verified by evidence of student achievement is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time; or
 2. At least an equivalent amount of work as required in paragraph one of this definition for other academic activities as established by the institution including:
 - a. Laboratory – minimum of 2 hours per credit
 - b. Internships/Service Learning/Practicum – minimum of 40 hours per credit
 - c. Nursing
 - i. Clinical = 1 credit hour requires 3 hours of clinical practice setting
 - ii. Lab = 1 credit hour requires 2 hours of nursing lab
- Courses delivered through a non-traditional method (e.g., online, blended, accelerated, etc.) have comparable learning outcomes to such courses in traditional classes.



Course Numbers

Mount Marty University courses are numbered according to the following system:

| | |
|---------|---|
| 000-099 | Developmental (may not be applied toward graduation requirements) |
| 100-199 | Freshman level |
| 200-299 | Sophomore/junior level |
| 300-399 | Junior/senior level |
| 400-499 | Senior level |

Credit Options

Mount Marty is committed to providing alternate delivery systems of education for persons for whom traditional educational opportunities are not appropriate, available, convenient or possible. In support of this commitment, we offer the following options to students:

Credit for Prior Learning Assessment

Students may apply for credit for past personal or professional experiences (career and personal experiences, job related activities, travel, foreign residence, community service, training received through on-the-job instruction, self-study or specialized schooling) that have resulted in the attainment of college-level competencies. Students must have full admission status before being considered for Credit for Prior Learning Assessment. There is no limit to the amount of assessment credit a student can receive, but assessed credit does not meet the residency requirement. Assessed credit must be directly related to the degree being pursued. Assessment fee payment is due when the portfolio is submitted.

Credit for Military Service

Mount Marty uses the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services to recognize learning acquired through courses taken during military service.

Credit by Examination

Some academic departments provide department-developed challenge examinations.

CLEP

Mount Marty is an authorized Limited Test Center for the administration of the University Level Examination Program (CLEP) Subject Area Examinations. These national examinations cover a wide range of subject matter areas.

Dean's List

At the end of each fall and spring semester, all full-time undergraduate students completing a full-time load of graded coursework, with no incompletes, with a minimum term grade point average of 3.5 will be named to the Dean's List.



Examinations

Midterm week is designated as a time for formal evaluation of course work. During this time, faculty members may schedule individual conferences with their students to review academic performance.

Dates of final exams are specified in the University calendar and specific final exam schedule is posted in LancerLink. In case of an emergency, a student may request a change in time for a final exam. The student must submit the request to the instructor.

Family Educational Rights & Privacy Act of 1974 (Buckley Amendment)

The Family Educational Rights and Privacy Act of 1974, as amended (the "Act"), is a federal law which requires that Mount Marty University protect students' "Education Records" and "Personally Identifiable Information." Visit the Mount Marty University Registrar's website for the full policy.

Grade Change/Appeal Policy

At the beginning of each semester, instructors will distribute copies of their syllabi which will outline their grading policy. Copies of all syllabi are maintained in the Vice President for Academic Affairs's office.

If a student has a question concerning a course grade, he or she should arrange to discuss the grade with the instructor before the end of the second week of the following term. This discussion may result in one of three actions: no change in grade, changes in the grade by the instructor or a grade appeal by the student. Grade changes are generally only due to an error in recording or posting a grade. Students are not allowed to complete extra work in order to improve their grade once the term has ended.

If the instructor in determination of a grade or in reporting the grade has made an error, the instructor may submit a grade change form to the registrar's office. Any error not reported within one month of the beginning of the following regular term must have approval from the Vice President for Academic Affairs before a change may be made to the student's record. A changed grade replaces the original reported grade and automatically changes the cumulative GPA.

If a student believes an instructor has violated the distributed grading policy for the course, or the student believes the instructor has assigned a grade inconsistently or with malicious intent, the student may appeal the grade using the following procedures.

1. The first step in the appeal process is to discuss the grade with the instructor before the end of the second week of the following term (fall/spring/summer).
2. If the discussion with the instructor does not resolve the issue for the student, the student must then speak with the Division Chair.
3. If the discussion with the Division Chair does not resolve the issue

for the student, the student must then speak with the Vice President for Academic Affairs.

4. If the informal process does not resolve the issue, he or she must then file a formal written appeal to the Academic Standards and Admissions Committee with a copy provided to the Vice President for Academic Affairs. The Vice President for Academic Affairs notifies the Division Chair and faculty member that a formal appeal has been filed. This must be accomplished within one month of the end of the informal process. The voting members of the Academic Standards and Admissions Committee will convene a formal hearing regarding the appeal within two weeks of receipt. The Committee will prepare written findings within seven days of the hearing. Copies of the findings are sent to the student, faculty member, Division Chair and Vice President for Academic Affairs.
5. If the student or the faculty member is not satisfied with the findings, he/she may submit a formal appeal to the President within two weeks of the Academic Standards and Admissions Committee written findings. The decision of the President is final.

Grading System

Grades reflect achievement and competency rather than just class attendance. Achievement is based on the evidence of tests, class participation, research, proficiency in skills and/or other means of measurement as defined by the instructor.

Each grade carries a grade point component for each credit hour. To determine the grade point average, the total number of points earned in any one term is divided by the total number of credit hours attempted. This includes credit hours with a grade of "F."

| | | |
|----|------------------------------|-----------------------|
| A | Superior, outstanding work | 4 Grade Points |
| B | Excellent, high quality work | 3 Grade Points |
| C | Average, satisfactory work | 2 Grade Points |
| D | Below Average, passing | 1 Grade Point* |
| F | Failure | 0 Grade Points |
| P | Pass | Not calculated in GPA |
| U | Unsatisfactory | Not calculated in GPA |
| I | Incomplete | Not calculated in GPA |
| W | Withdraw | Not calculated in GPA |
| WP | Withdraw Passing | Not calculated in GPA |
| WF | Withdraw Failing | 0 Grade Points |

* may only be applied toward general electives

Grievance Policy

Mount Marty University students have procedures they may follow in carrying out or stating a grievance against an instructor. Issues of sexual harassment or



misconduct should be reported to the Dean of Students and Title IX Coordinator in accordance with the Mount Marty Title IX Policy and the Sexual Harassment Policy as outlined in the Student Handbook. The first step in the grievance process is to discuss the grievance with the instructor.

1. If the discussion with the instructor does not resolve the issue for the student, the student must then speak with the Division Chair.
2. If the discussion with the Division Chair does not resolve the issue for the student, the student must then speak with the Vice President for Academic Affairs.
3. If the informal process does not resolve the issue for the student, he or she must then file a formal written appeal to the Academic Standards and Admissions Committee with a copy provided to the Vice President for Academic Affairs. The Vice President notifies the Division Chair and faculty member that a formal appeal has been filed. This must be accomplished within one month of the end of the informal process. The voting members of the Academic Standards and Admissions Committee along with two appointed students will convene a formal hearing regarding the appeal within two weeks of receipt. The Committee prepares written findings within seven days of the hearing. Copies of the findings are sent to the student, faculty member, Division Chair and Vice President.
4. If the student or instructor is not satisfied with the findings, he or she may submit a formal appeal to the President. The appeal must be filed within two weeks of the Academic Standards and Admissions Committee written findings. The decision of the President is final.

Incomplete

An incomplete grade is given only when a student whose course work is satisfactory has, for reasons acceptable to the instructor, been unable to complete the work. The incomplete is to be made up at the time designated by the instructor or no later than the end of the following term. If a grade change is not submitted to the registrar's office by the deadline indicated on the final grade roster, the incomplete becomes a failing grade.

Students may be placed on financial aid "warning" or "suspension" status for not completing the minimum credit hours standards of Mount Marty's Satisfactory Academic Progress Policy. In addition, students may have federal funds returned per the Federal Return of Title IV Funds Policy if all incomplete grades are assigned for the term. This would then create a student account balance due in the business office.

Leave of Absence

Students choosing to interrupt their studies for academic, financial or personal reasons may apply for a leave of absence. Students should contact the Registrar's Office for the form, meet with the Dean of Students and obtain the approval of the Vice President for Academic Affairs before leaving Mount Marty University. Students should not attend another institution while on a leave of absence.

Students granted a leave after 60% of the term will receive grades of WP (withdraw passing) or WF (withdraw failing).

The leave may be granted for no more than one semester and may only be used once while enrolled. To request an extension or to utilize this policy for more than one semester, the student must re-submit the application form and obtain approval from the Vice President for Academic Affairs.

Students who apply for a leave of absence are able to return to Mount Marty University the following semester by completing the “Readmission Application” in the admissions office and will resume studies under the original catalog of enrollment and receive the same Mount Marty University scholarships and awards granted the prior semester of enrollment. Students returning to Mount Marty University beyond one semester are required to formally reapply through the admissions office.

Students called to active military service must notify the Registrar of active duty status and complete a leave of absence form. Students may withdraw from any or all courses and receive full tuition credit toward future enrollment at Mount Marty University or take incompletes (with instructor approval) for any or all courses. After ten weeks of coursework, students with passing grades may accept the letter grade, accept an incomplete or accept grades of P or U in accordance with the pass/fail policy. If significant material in the course is not yet completed by the end of the tenth week, the student will be given the option of withdrawing from the course or taking an incomplete. This decision will be made in conjunction with the instructor.

Upon returning to Mount Marty University, students must submit the “Readmission Application” to the admission’s office.

Majors and Minors

Majors are ordinarily taken within a single program area. The student is accountable for proper completion of all requirements for the major. These requirements are listed with the program. A minimum of 28 credit hours is required for a major. A given department, with faculty approval, may require more. A student pursuing a double major must fully meet major requirements and related requirements in both programs.

A minimum of 16 credit hours is required for a minor. Specific minor requirements are listed with the programs offered. A minor is not required for graduation.

Pass-Fail Policy

Once each academic year students may register for a course under the pass-fail option. It is the responsibility of the student to fill out the request form in the registrar’s office. Students have through 60% of the term to decide whether or not they will use this grading option for the course. (See semester calendar for exact dates.) The directives to be followed are listed below:



1. The course must be an elective outside the major or minor department or a non-required course within the major or minor.
2. The following general education requirements may not be taken on pass-fail:

BLI-101, 201, 401
ENG-103, 104
HIS 106, 107, 108, 228, 229
MTH 125 or higher
RSP 126, 150
STH 130

If the student receives a “C” grade or above, the course is recorded as “P” on the student’s permanent record. The credits count toward graduation, but no quality points are recorded and the grade has no effect on the student’s grade point average. If the student receives a “D” grade or below, the course is recorded as “U” on the student’s permanent record. The credits do not count toward graduation, no quality points are recorded and the grade has no effect on the student’s grade point average. If a course was originally taken for a letter grade it cannot be repeated using the pass/fail option.

Probation & Suspension

Academic standing of students is determined for all students at the end of each semester.

Students whose cumulative grade point average (GPA) falls below a 2.0 are automatically considered for academic probation for the following semester. Probationary students who fail to achieve a semester GPA of 2.0 while on probation are automatically considered for suspension. The faculty and staff members of the academic standards and admission committee will review all such identified students to determine those students who will be placed on academic probation or suspension for the next semester. Probationary status continues for identified students until their cumulative GPA improves to 2.0. However, attainment of a semester GPA of 2.0 or better is considered evidence of satisfactory improvement while failure to achieve a semester GPA of 2.0 while on probation will result in consideration for suspension.

Students on academic probation who are receiving financial aid are also placed on financial aid probation. (For further information see the financial assistance office.)

Students suspended from MMU may appeal in writing to the VPAA within the deadline specified in the suspension letter. Student appeals will be reviewed by the faculty and staff members of the academic standards and admission committee to determine the status of the student. The review will include academic performance, statements from the student, their advisor, at least one faculty member other than their advisor and any other documentation deemed appropriate by the student. The committee may ask for additional information from students, advisors or instructors if appropriate in order to make an appropriate decision. The committee may uphold the suspension or waive

the suspension with or without stipulations on a case-by-case basis. Students will be notified in writing of their status prior to the beginning of the next academic semester. Suspended students are not eligible to enroll for any classes for a minimum of two (2) semesters (fall/spring) or until the terms of suspension are met.

Students on academic probation who are receiving financial aid are also placed on financial aid probation. (For further information contact the financial assistance office.)

Students suspended from MMU may appeal in writing to the VPAA within the deadline specified in the suspension letter. Student appeals will be reviewed by the faculty and staff members of the academic standards and admission committee to determine the status of the student. The review will include academic performance, statements from the student, their advisor, at least one faculty member other than their advisor and any other documentation deemed appropriate by the student. The committee may ask for additional information from students, advisors or instructors if appropriate in order to make an appropriate decision. The committee may uphold the suspension or waive the suspension with or without stipulations on a case-by-case basis. Students will be notified in writing of their status prior to the beginning of the next academic semester. Suspended students are not eligible to enroll for any classes until the terms of suspension are met.

Repeated Course

In order to obtain a higher grade, a student may repeat any course at Mount Marty University in which he/she has received a grade of C, D, F, U or WF. The record of both the original and the repeated course will be retained on the student's permanent record. For purposes of determining the student's cumulative grade point average, only the quality points and credits earned in the "best" retaking of the course will be used. If a course was originally taken for a letter grade it cannot be repeated using the Pass/Fail option.

With the exception of cumulative courses (i.e. band, chorus, internships, service learning, etc.) a course may be repeated no more than two times.

Substitution/Waiver

After the registrar's evaluation of a student's record, the registrar, a faculty member, student or program director requesting a substitution/waiver must obtain the form online or from the registrar's office to begin the process. The request will include a description of the course, syllabi or any documentation that would support the request. Depending on the course being substituted/waived, the request will be reviewed by the appropriate individuals as required.

General Education Requirements are evaluated by the registrar. The registrar will forward the request to the academic discipline appropriate to that course for review if assistance in making a determination is required. The appropriate faculty member or division chair will review the request. Upon approval or denial,



the registrar's office will process the form. A copy of the results of the request will be forwarded to the individual initiating the process. No substitutions/waivers of general education requirements will be permitted without documentation of evidence and the rationale used in making the decision. This documentation must be in the student's file.

Program Requirements consist of requests to substitute or waive both prerequisites for major courses and major courses within the purview of a particular program. A request is prepared by the student, advisor or registrar and forwarded to the program director(s) of the student's majors(s). The program director evaluates the request and makes a determination which is then forwarded to the registrar for placement in the student's record. This does not cover prerequisites for courses outside the program discipline. Requests to waive prerequisites in the latter case are referred to the appropriate course instructor for a determination. No substitutions/waivers of program will be permitted without documentation of evidence and the rationale used in making the decision. This documentation must be in the student's file.

Supplemental Course Offerings

In addition to regular catalog courses offered in a particular term, the following options are also available.

Independent Study

All courses numbered 199, 299, 399 or 499 offer an opportunity for supervised, independent study of a particular topic not covered by catalog courses and based on the interest of the student and the availability and approval of the faculty. Independent Study forms may be obtained in the registrar's office and must be returned at the time of registration. The following guidelines apply to independent study work. All exceptions to the guidelines will be determined by the VPAA.

- A student who has completed 60+ semester credits may register for one independent study (up to four credit hours) each semester, provided he/she has at least a 2.0 GPA for each of the preceding two semesters of study.
- Up to 16 credits of independent study may be applied to graduation requirements.
- General education requirements cannot be fulfilled by an independent study.
- The independent study may be interdepartmental or interdisciplinary in nature. All independent studies carry the course number plus the title. The director of the study will determine the level of the study.
- An independent study may be pursued during the summer, provided an evaluation committee (as determined by the director of the study) can be formed.

Selected Topics

All courses throughout the catalog numbered 186, 286, 386 or 486 offer students an opportunity to investigate topics not covered in any other course and provide a procedure for faculty to pilot new courses. A selected topics course is not offered

as an independent study but as a supplement to regular catalog courses and is listed on the schedule of classes. Course descriptions and syllabi are located in the VPAA's office. Once a particular selected topics course has been offered during two consecutive years, it must be approved by the faculty as a regular catalog course before it can be offered again.

Transcripts

Academic transcripts are available from the registrar's office upon written request and payment of applicable fee from the student. All Mount Marty University transcripts are official; however, the student's account with the university must be settled before a transcript will be released.

Withdrawal

Administration Initiated

1. No show policy - In order to comply with U.S. Department of Education regulations, faculty are asked to closely monitor attendance during the first week of classes. Students who do not attend class at all during the first week will be administratively dropped from the class unless they have notified faculty or the registrar of extenuating circumstances. Online students are required to submit a graded assignment/discussion through the University learning management system during the first week of class.
2. Administrative withdrawal of a student - After the census date, a student will be administratively withdrawn from MMU after two consecutive weeks of absences from all registered classes. When the registrar confirms the absences, the student will be reported to the Vice President for Academic Affairs and the VP of Student Success or Watertown Director. Exceptions to this policy must be approved by the VPAA. Grades will be assigned according to standard withdrawal policy outlined in the university catalog. The VPAA will notify the instructors, advisor and student of the decision in writing. A student who is dismissed for excessive absence may appeal to the Academic Standards Committee for readmission the following semester. Students returning to Mount Marty University beyond one semester are required to formally reapply through the admissions office. Students in the 8-week Flex Option program, who miss both classes for one week, will be administratively withdrawn from the class.

Student Initiated

A student deciding to withdraw from Mount Marty University during or prior to a term for which he/she is registered must contact the VP of Student Success. Students withdrawing from the university after 60% of class will receive grades of WP (withdraw passing) or WF (withdraw failing). WF is included in the student's grade point average and may be grounds for academic probation or suspension.



The official withdrawal date will be determined in one of the following ways:

- The date the student began the process or officially notified the institution of intent to withdraw; or
- The midterm of semester for a student who leaves without notifying the institution; or
- The student's last date of academic attendance at a documented academically-related activity.

GRADUATION REQUIREMENTS

Students generally are governed by the catalog in effect when they enroll at Mount Marty University. However, students may meet the graduation requirements of any subsequent catalog published during their continued enrollment. A particular catalog's requirements must be adopted in whole; that is, mixing the requirements between catalogs is not permitted unless covered by an explicit policy exemption.

Commencement

Mount Marty University holds one commencement ceremony in May in Yankton and Watertown, but has three official conferral dates (December, May and August). Candidates for degrees are required to make formal application for their degree in the registrar's office by the deadline published on the website.

If a student decides to continue taking classes after earning a degree and not breaking enrollment, the student will be considered non-degree seeking and ineligible for financial assistance. To be eligible to earn an additional degree, students must meet Mount Marty credit residency requirement (minimum of 32 additional, required credits for bachelor's degree or 16 credits for an associate's degree.)

Although Mount Marty University takes pride in its network of academic advisors who assist students in working toward a degree, the final responsibility for completing all degree requirements rests with the student.

Graduation Honors

Graduation honors are awarded to students earning bachelor degrees in recognition of superior scholarship. Awards are determined on the following grade-point basis: 3.9 summa cum laude, 3.7 magna cum laude, 3.5 cum laude. Students who graduate with honors must have no grade lower than "C." All undergraduate post-secondary course work is included in the calculation of grade point average for honors.

Bachelor's Degree

1. Meet minimum cumulative grade point average of 2.0 and departmental GPA requirements.
2. Earn 128 total credit hours to include those courses specified by the student's major including a minimum of 60 credits of upper-level courses (200+ or higher).
3. Earn a grade of C or higher in general education, major, minor, required related, emphasis area courses.
4. Successfully complete departmental requirements for comprehensive exams.
5. Earn 32 of the final 40 required credit hours in residence at Mount Marty University.



6. Earn at least 16 credit hours in the major area in residence.
7. A cumulative GPA of 3.5 is required for graduation from the Honors Program.
8. Earn one half the credits required for a minor in residence (if applicable).
9. Successfully complete general education course requirements as outlined below.
10. Exceptions to these requirements must be approved by the department and the VPAA. Residence credit does not include credit received through portfolio assessment or by challenge examination. Credits earned through internships, student teaching, practicums or any other off-campus programs specifically designed by departments to fulfill requirements for graduation are counted as residence credits.

| | |
|-----------|---|
| 6 credits | Art, Music, Theatre or Modern Language (minimum of two disciplines) |
| 3 credits | ENG-103, Composition I: The Essay |
| 3 credits | ENG-104, Composition II: Critical Writing |
| 3 credits | HIS-106, Ancient and Medieval World Cultures or HIS-107, 16th to 18th Century World Cultures or HIS-108, 19th to 20th Century World Cultures or HIS-228, U.S. History & Government for Teachers or HIS-229, U.S. History Since 1877 |
| 3 credits | Literature Course |
| 3 credits | MTH-125, Elementary Applications in Mathematics (or higher) |
| 4 credits | Natural Science Lab Course |
| 1 credit | PED-101, Life Long Wellness |
| 3 credits | PSY-101, Introduction to Psychology or PSY-165, Lifespan Development |
| 1 credit | THL-125, The Wisdom of Benedict |
| 3 credits | BLI-101, Benedictine Leadership I |
| 3 credits | BLI-201, Benedictine Leadership II |
| 1 credit | BLI-401, Benedictine Leadership Capstone |
| 3 credits | Philosophy/Theology Elective |
| 3 credits | SOC-100, Introduction to Sociology or SOC-225, Foundations of Human Relations or SOC/EDN-377, Human Relations Skills |



3 credits STH-130, Speech Communications

20 hours Service to the Human Community

Associate's Degree

1. Meet minimum cumulative grade point average of 2.0 and departmental GPA requirements.
2. Earn 64 total credit hours to include those courses specified by the student's major.
3. Earn a grade of C or higher in general education, major, minor, required related courses.
4. Successfully complete departmental requirements for comprehensive exams.
5. Earn 16 of the final 20 required credit hours in residence at Mount Marty University.
6. Earn at least 8 credit hours in the major area in residence.
7. Earn one half the hours required for a minor in residence (if applicable).
8. Successfully complete general education course requirements as outlined below.
9. Other requirements may be specified by major department.
10. Exceptions to these requirements must be approved by the department involved and the VPAA. Residence credit does not include credit received through portfolio assessment or by challenge examination. Credits earned through internships, student teaching, practicums or any other off-campus programs specifically designed by departments to fulfill requirements for graduation are counted as residence credits.

6 credits Art, Literature, Music, Theatre or Modern Languages
(minimum of two disciplines)

3 credits ENG-103, Composition I: The Essay

3 credits ENG-104, Composition II: Critical Writing

3 credits HIS-106, Ancient and Medieval World Cultures or
HIS-107, 16th to 18th Century World Cultures or
HIS-108, 19th to 20th Century World Cultures or
HIS-228, U.S. History & Government for Teachers or
HIS-229, U.S. History Since 1877

3 credits MTH-125, Elementary Applications in Mathematics (or higher)

4 credits Natural Science Lab Course

1 credit PED-101, Life Long Wellness

3 credits PHL-126, Critical Thinking and Ethical Leadership or



THL-150, Introduction to Christianity

3 credits PSY-101, Introduction to Psychology or
PSY-165, Lifespan Development or
SOC-100, Introduction to Sociology or
SOC-225, Foundations of Human Relations or
SOC/EDN-377, Human Relations Skills

3 credits STH-130, Speech Communications

20 hours Service to the Human Community

Certificate

1. Earn a grade of C or higher in required courses.
2. Earn one half the credits required in residence.
3. See department requirements for other specific requirements.

General Education Student Learning Outcomes

Mount Marty University's general education curriculum is rooted in a Catholic and Benedictine understanding of God, Christ, creation, and the human person. The curriculum expresses the University's commitment to a liberal arts education that provides all members of the community an opportunity to encounter truth, goodness, and beauty. The study of the liberal arts fosters the personal growth that grounds community service, career flexibility, professional success, and civic engagement. The University embodies the liberal arts tradition within a reflective, supportive, and interdisciplinary environment. Students are encouraged to use a Benedictine lens through which to critically examine the meaning of their lives, analyze and synthesize a variety of types of knowledge, cultivate critical and creative communication skills, and engage diverse perspectives.

Living Benedictine

Out of love for Christ and our neighbors, Mount Marty proposes to all members of the community a manner of life inspired by St. Benedict. All students are invited to encounter, participate in, and cultivate lives characterized by prayer, commitment to a place and a community, and hospitality. Such a life requires much of us. We invite all members to practice humility, stewardship, discipline, and listening in the hopes that students can become people known for the pursuit of wisdom and charity throughout their lives.

General Education Outcome: While serving their community and developing leadership skills, students will demonstrate their ability to reflect on their purpose and meaning in a way that expresses Benedictine values. Foundational Courses: BLI-101, BLI-201, BLI-401, THL-125, PHL/THL elective.

Pursuing Knowledge

Acquiring knowledge is necessary in order to succeed in any career, serve any community, or experience any personal group. The wider array of knowledge one obtains, the better one will be able to excel in each of these areas of life.

General Education Outcome: Students will demonstrate knowledge of the world through the study of mathematics and the natural and social sciences by analyzing/synthesizing this knowledge and applying it to real world problems.
Foundational Courses: MTH-125 (or higher), PSY-101/165, Natural Science with a lab, PED-101

Expressing Self

Self-expression is both a means and result of self-understanding. This includes written and oral communication as well as expression through the arts. As one acquires knowledge, understanding, and insight, one should develop the skills required to share them effectively. Creativity and critical self-examination are among the hallmarks of good communication.

General Education Outcome: Students will display the standards and skills of creative, critical, clear, and complex communication through varied media and modalities to express themselves and connect with those around them.

Foundational Courses: ENG-103, ENG-104, STH-130, Art, Music, Theatre, Modern Language

Engaging Perspectives

Every person has a unique perspective on the world; however, truth most often lies outside any particular perspective. The quest for truth does not require that one abandon one's own point of view, but that one critically engages a variety of perspectives with humility and respect. Welcoming diverse perspectives is the only way to ground a community in truth. This can occur in cultural and social domains as well as through literature, history, and diversity studies.

General Education Outcome: Students will exhibit an ability to appreciate and engage diverse perspectives.

Foundational Courses: HIS-106/107/108/228/229, SOC-100/225, EDN/SOC-377, Literature elective



DEGREE - MAJORS - MINORS

Degrees

Bachelor of Arts
Bachelor of Science
Bachelor of Science in Nursing

Associate of Arts
Associate of Science

Majors

Accounting
Applied Technology Management
Biology
Business Administration
Criminal Justice
Elementary Education
English
Exercise Science
History
Horticulture
Human Service
Interdisciplinary Studies

Mathematics Education
Medical Laboratory Science
Nursing
Paraprofessionalism
Performing Arts
Physical Education
Pre-Professional
Psychology
Radiologic Technology
Recreation Management and Tourism
Secondary Education
Special Education
Theology

Minors

Accounting
Art
Biology
Business Administration
Chemistry
Criminal Justice
English
History
Human Service
Mathematics

Music
Political Science
Psychology
Philosophy
Sociology
Spanish
Special Education
Theatre
Theology

Certificates

Horticulture
Management

ACCOUNTING

The Mount Marty University Accounting Program prepares students for a contemporary world of work through education and experience in current theories and practices of financial accounting, managerial accounting, taxation, auditing and business as well as giving students a moral foundation based on traditional Catholic values.

Accounting as a profession offers considerable options. As an accountant, your highly technical training will often classify you as the “engineer” of the business world. Graduates can become part of a management team for a corporation or work as an auditor in public accounting. Additional entry-level positions for accounting majors include budget analyst, office manager, financial analyst, staff accountant, governmental auditor, cost accountant, fraud examiner, internal auditor and tax accountant. Mount Marty University is unique by offering you assistance as you prepare for a wide range of national certifications such as:

| | |
|---------------------------------------|--|
| CBA (Certified Bank Auditor) | CFE (Certified Fraud Examiner) |
| CIA (Certified Internal Auditor) | CISA (Certified Information Systems Auditor) |
| CMA (Certified Management Accountant) | CPA (Certified Public Accountant) |

Mount Marty University offers many opportunities in accounting internships. You may also participate in the Volunteer Tax Clinic which will provide you with further field experience.

Program outcomes:

- Students will demonstrate knowledge of current accounting practices as they related to financial accounting, including financial statement preparation and analysis.
- Students will successfully apply tax laws to a data set in preparation of an individual tax return.
- Students will demonstrate knowledge of current auditing and managerial accounting practices.
- Students will demonstrate proficiency in the use of technology as it applies to accounting, including but not limited to TurboTax, QuickBooks, and Microsoft Office software applications.
- Students will demonstrate oral and written communication skills sufficient to achieve effective professional interactions with clients.
- Students will identify ethical dilemmas and develop appropriate courses of action that consider the well-being of all stakeholders.
- Students will determine appropriate career paths through leveraging skills and experiences obtained in a professional environment

Bachelor of Arts

Major Course Requirements

| | |
|---------|---------------|
| ACC 120 | Accounting I |
| ACC 121 | Accounting II |



| | |
|---------|----------------------------|
| ACC 240 | Intermediate Accounting I |
| ACC 241 | Intermediate Accounting II |
| ACC 320 | Managerial Accounting |
| ACC 325 | Federal Taxation I |
| ACC 326 | Federal Taxation II |
| ACC 340 | Accounting Systems |
| ACC 360 | Auditing |

Related Course Requirements

| | |
|---------|----------------------------------|
| BUS 225 | Principles of Marketing |
| BUS 231 | Principles of Management |
| BUS 255 | Macroeconomics |
| BUS 256 | Microeconomics |
| BUS 370 | Corporate Finance |
| BUS 372 | Legal Environment of Business |
| BUS 412 | Production/Operations Management |
| MTH 219 | Elementary Statistics |

Associate of Arts

Major Course Requirements

| | |
|---------|-----------------------|
| ACC 120 | Accounting I |
| ACC 121 | Accounting II |
| ACC 320 | Managerial Accounting |
| ACC 325 | Federal Taxation I |

Related Course Requirements

| | |
|---------|--------------------------------|
| BUS 231 | Principles of Management |
| BUS 270 | Management Information Systems |

Minor

Minor Course Requirements

| | |
|---------|---------------|
| ACC 120 | Accounting I |
| ACC 121 | Accounting II |

Choose 12 credits from the following:

| | |
|---------|----------------------------|
| ACC 240 | Intermediate Accounting I |
| ACC 241 | Intermediate Accounting II |
| ACC 320 | Managerial Accounting |
| ACC 325 | Federal Taxation I |
| ACC 326 | Federal Taxation II |
| ACC 340 | Accounting Systems |
| ACC 360 | Auditing |



APPLIED TECHNOLOGY MANAGEMENT

This program is offered to complement technical degree programs from area institutions. Graduates from select programs, have the opportunity to complete a bachelor's degree through the addition of general education and business administration courses at Mount Marty University. The goal of the program is to improve employment opportunities of students who are interested in professional advancement and management positions.

This program will train technicians to become prepared to move into management areas within their place of employment or beyond by providing theory and practical experience in business and general education coursework that, combined with technical skills, will expand employment opportunities.

Bachelor of Arts

Major Course Requirements

| | |
|---------|---|
| ACC 120 | Accounting I |
| BUS 225 | Principles of Marketing |
| BUS 231 | Principles of Management |
| BUS 255 | Macroeconomics |
| BUS 335 | Human Resource Management |
| BUS 372 | Legal Environment of Business |
| BUS 412 | Production/Operations Management |
| MTH 219 | Elementary Statistics |
| BUS | Choose at least two additional courses (minimum of six credits) from the Business program with the exception of Introduction to Business. |

Program Outcomes:

- Students will demonstrate knowledge of traditional business functions including accounting, marketing, economics, leadership and management science.
- Students will acquire, analyze, and synthesize data to evaluate the practical implications of organizational policies, decisions, and strategy.
- Students will demonstrate the ability to communicate clearly and concisely in a variety of domains, while demonstrating competency with technology.
- Students will demonstrate the ability to manage and coordinate people, business processes, and business resources.
- Students will demonstrate the ability to identify, evaluate, and articulate ethical behaviors and social responsibility, drawing from the University's Benedictine tradition.
- Students will demonstrate the ability to identify risks and opportunities of doing business in a global environment demonstrating awareness in diversity.

Other Requirements

Students must have earned an Associate of Applied Science degree from an institution with a current articulation agreement.



ART

The Art curriculum options include painting and drawing, design, sculpture, photography, calligraphy, art history and education, as well as other studio classes. These courses provide exposure and technical expertise as it relates on a personal basis to each artists development in relationship to balance, line, shape, color and proportion.

Students who combine an art minor with a major in business or English will strengthen their qualifications in those job markets.

Minor (minimum 18 credits)

Minor Course Requirements

| | |
|---------|---------------------------------------|
| ART 100 | Design I (2 credits) |
| ART 150 | Drawing and Painting (2 or 4 credits) |
| ART 225 | Printmaking/Papermaking (3 credits) |
| ART 230 | Photography (2 or 4 credits) |
| ART 250 | Art Appreciation (3 credits) |

Choose one of the following courses:

| | |
|---------|------------------------------|
| ART 102 | Design II (2 credits) |
| ART 300 | Painting II (2 or 4 credits) |

Choose one of the following courses:

| | |
|---------|-----------------------------|
| ART 111 | Ceramics I (2 or 4 credits) |
| ART 120 | Calligraphy I (2 credits) |

Choose one of the following courses:

| | |
|---------|---|
| ART 211 | Ceramics II (2 or 4 credits) |
| ART 215 | Sculpting (3 credits) |
| ART 221 | Calligraphy II (2 or 4 credits) |
| ART 240 | Elementary School Art Education (2 credits) |
| ART 260 | Art and Architecture in Europe (3 credits) |

BIOLOGY

The mission of the Biology Program at Mount Marty University is to provide students with a strong background in the principles and practices of modern biology, to prepare them for future endeavors in biology-related professions.

Students enrolled in the Biology program may earn a General Biology degree or select an emphasis for their Biology degree: Biology for Secondary Education majors, Environmental Science, or Pre-Health. The General Biology and Biology for Secondary Education majors provides students with a broad education in the field of Biology. Students interested in wildlife, botany, and ecology should select the Environmental Science emphasis. The Pre-Health emphasis is designed for those students planning on entering a professional school. The required courses for this emphasis will enable students to complete admission requirements to various programs while providing the student with a solid foundation in biology.

A student graduating with a major in Biology can pursue a number of career options such as research, data analysis, environmental science, and education. Most of our Biology majors enter professional school in pursuit of a career in medicine, dentistry, veterinary medicine, pharmacy, or other specialized fields. Some of our graduates enter graduate school for a master's or doctoral degree within the field of biology.

Program Outcomes:

- Students will demonstrate a foundation of scientific knowledge and demonstrate skills in scientific reasoning by applying scientific principles to biology based problems.
- Students will possess biological experience by working in biology. Students will acquire a basic set of laboratory skills, including numerous opportunities to perform independent research projects.
- Students will be able to effectively find and apply resources from the literature.
- Students will demonstrate effective oral, written, and visual communication.
- Students will demonstrate the ability to apply scientific thought processes to broader intellectual and social issues.

Major Course Core Requirement

| | |
|---------|---------------------|
| BIO 111 | General Biology I |
| BIO 112 | General Biology II |
| BIO 320 | Microbiology |
| BIO 330 | Genetics |
| BIO 490 | Senior Seminar |
| BIO 498 | Research (1 credit) |

Related Course Requirement

| | |
|---------|--------------------------|
| CHM 111 | General Chemistry I |
| CHM 112 | General Chemistry II |
| MTH 180 | Pre-calculus (or higher) |



Students must choose at least one of the following concentrations

General Biology Concentration Requirements

| | |
|---------|---|
| BIO 203 | Human Anatomy and Physiology I |
| BIO 204 | Human Anatomy and Physiology II |
| BIO 310 | Ecology |
| BIO 364 | Cell and Molecular Biology |
| BIO | Elective (300 or higher, can not be seminar or research) (8 credits) |

Choose one of the following

| | |
|---------|---------|
| BIO 240 | Botany |
| BIO 241 | Zoology |

Secondary Education Concentration Requirements

| | |
|---------|---------------------------------|
| BIO 203 | Human Anatomy and Physiology I |
| BIO 204 | Human Anatomy and Physiology II |
| BIO 240 | Botany |
| BIO 241 | Zoology |
| BIO 310 | Ecology |
| BIO 364 | Cell and Molecular Biology |

Environmental Science Concentration Requirements

| | |
|---------|------------------------|
| BIO 240 | Botany |
| BIO 241 | Zoology |
| BIO 310 | Ecology |
| BIO 318 | Evolution |
| BIO 350 | Comparative Anatomy |
| PHY 111 | Physical/Earth Science |

Choose eight credits from the following:

| | |
|---------|----------------------------|
| BIO 205 | History of Life |
| BIO 223 | Wildlife Biology |
| BIO 261 | Ornithology |
| BIO 270 | Ichthyology |
| BIO 364 | Cell and Molecular Biology |

Pre-Health Sciences Concentration Requirements

| | |
|---------|--|
| BIO 203 | Human Anatomy and Physiology I |
| BIO 204 | Human Anatomy and Physiology II |
| BIO 364 | Cell and Molecular Biology |
| BIO | Elective (300 or higher, except Seminar or Research) |
| CHM 231 | Organic Chemistry I |
| CHM 232 | Organic Chemistry II |
| PHY 221 | Principles of Physics I |
| PHY 222 | Principles of Physics II |



Forensic Science Concentration (optional)

A concentration in Forensic Science is an add on to the Biology Major. Students must still select a specialization (General Biology, Biology Secondary Education, Environmental Science, or Pre-Health).

| | |
|---------|----------------------------------|
| CJU 133 | Introduction to Criminal Justice |
| CJU 236 | Criminal Investigation |
| CJU 436 | Criminalistics |
| CJU 460 | Criminal Law |
| CJU 475 | Criminology |

Minor

Minor Course Requirements

| | |
|---------|--------------------|
| BIO 111 | General Biology I |
| BIO 112 | General Biology II |
| BIO 490 | Senior Seminar |

Choose at least 12 credits from the following:

| | |
|---------|---------------------------------|
| BIO 203 | Human Anatomy and Physiology I |
| BIO 204 | Human Anatomy and Physiology II |
| BIO 223 | Wildlife Biology |
| BIO 240 | Botany |
| BIO 241 | Zoology |
| BIO 261 | Ornithology |
| BIO 270 | Ichthyology |
| BIO 302 | Immunology |
| BIO 310 | Ecology |
| BIO 318 | Evolution |
| BIO 320 | Microbiology |
| BIO 330 | Genetics |
| BIO 350 | Comparative Anatomy |
| BIO 361 | Developmental Biology |
| BIO 364 | Cell and Molecular Biology |



BUSINESS ADMINISTRATION

The Mount Marty University Business Program prepares students for a contemporary world of work through education and experience in current theories and practices of management, finance, health care administration and accounting as well as giving students a moral foundation based on traditional Catholic values.

In recent years, graduates with majors in business administration have put their talents to use as graduate students, salespeople, managers, accountants and entrepreneurs. Mount Marty University excels in preparing these individuals. Our instructors will provide you with valuable insights into economics, accounting practices and computer science based on their experience with today's business and market trends. You will have access to computer technology, enabling you to conduct research using resources from all over the world. As a business major, you will be taught to challenge assumptions and investigate issues beneath the surface. Your motivation to improve the business world, combined with a quality education, will lead to a career that will be deeply rewarding on many levels.

Business majors are also encouraged to explore the many options available to them to either double-major or obtain a minor in another related discipline. It is possible for students to obtain a major or minor in Accounting, English, Criminal Justice, or a myriad of other majors offered by the university.

Computer applications are a part of the business administration major and additional computer coursework is available if the student is interested. Business administration majors are required to participate in an internship experience during their junior or senior year. Students receive comprehensive career training that will enable them to choose among several entry-level positions in business.

Program Outcomes:

- Students will demonstrate knowledge of traditional business functions including computer information systems, accounting, marketing, economics, finance, leadership, strategy, and management science.
- Students will acquire, analyze, and synthesize data to evaluate the practical implications of organizational policies, decisions, and strategy.
- Students will demonstrate the ability to communicate clearly and concisely in a variety of domains, while demonstrating competency with technology.
- Students will demonstrate the ability to manage and coordinate people, business processes, and business resources.
- Students will demonstrate the ability to identify, evaluate, and articulate ethical behaviors and social responsibility, drawing from the university's Benedictine tradition.
- Students will demonstrate the ability to identify risks and opportunities of doing business in a global environment demonstrating awareness in diversity.

Bachelor of Arts

Major Course Requirements

| | |
|---------|--|
| BUS 125 | Introduction to Business |
| BUS 215 | Business Communications |
| BUS 225 | Principles of Marketing |
| BUS 231 | Principles of Management |
| BUS 255 | Macroeconomics |
| BUS 256 | Microeconomics |
| BUS 270 | Management Information Systems |
| BUS 370 | Corporate Finance |
| BUS 372 | Legal Environment of Business |
| BUS 390 | Business Ethics/Community Service |
| BUS 483 | Business Strategy |
| BUS 485 | Internships and Professional Development |

Related Course Requirements

| | |
|---------|-----------------------|
| ACC 120 | Accounting I |
| ACC 121 | Accounting II |
| MTH 150 | College Algebra |
| MTH 219 | Elementary Statistics |

Students must choose at least one of the following concentrations:

Banking/Finance Requirements

| | |
|---------|-------------------|
| BUS 269 | Personal Finance |
| BUS 327 | Money and Banking |
| BUS 357 | Bank Management |
| BUS 460 | Investments |

Health Care Administration Requirements

| | |
|---------|---|
| BUS 335 | Human Resource Management |
| BUS 345 | Health Care Management, Administration and Leadership |
| BUS 420 | Health Care Finance |
| BUS 430 | Health Care Delivery Systems and Management |
| BUS 485 | Internship (6 credits) |

Management Requirements

| | |
|---------|----------------------------------|
| BUS 335 | Human Resource Management |
| BUS 336 | International Business |
| BUS 380 | Entrepreneurship |
| BUS 412 | Production/Operations Management |

Small Business/Entrepreneurship Concentration

| | |
|---------|---|
| BUS 269 | Personal Finance |
| BUS 332 | Sales |
| BUS 335 | Human Resource Management |
| BUS 380 | Entrepreneurship |
| BUS 383 | Corporate Innovation and Entrepreneurship |



Associate of Arts

Major Course Requirements

| | |
|---------|--------------------------------|
| BUS 125 | Introduction to Business |
| BUS 225 | Principles of Marketing |
| BUS 231 | Principles of Management |
| BUS 270 | Management Information Systems |
| BUS 335 | Human Resource Management |

Choose one course from the following courses:

| | |
|---------|-------------------------------|
| BUS 255 | Macroeconomics |
| BUS 333 | Advertising |
| BUS 372 | Legal Environment of Business |

Related Course Requirements

| | |
|---------|---------------|
| ACC 120 | Accounting I |
| ACC 121 | Accounting II |

Minor

Minor Course Requirements

| | |
|---------|--------------------------|
| ACC 120 | Accounting I |
| BUS 225 | Principles of Marketing |
| BUS 231 | Principles of Management |
| BUS 255 | Macroeconomics |

Choose an additional six credits from the Business department with the exception of Introduction to Business

Management Certificate (18-19 credits)

Certificate Course Requirements

| | |
|---------|--|
| ACC 120 | Accounting I |
| BUS 215 | Business Communication |
| BUS 231 | Principles of Management |
| CIS 125 | Basic Skills in Information Technology |

Choose two courses from the following:

| | |
|---------|--------------------------------|
| ACC 121 | Accounting II |
| BUS 125 | Introduction to Business |
| BUS 225 | Principles of Marketing |
| BUS 270 | Management Information Systems |
| BUS 335 | Human Resource Management |
| BUS 372 | Legal Environment of Business |



CHEMISTRY

The Chemistry Program at Mount Marty University is committed to provide a solid education in chemistry both for students whose professions will require a strong background in chemistry (e.g. Medical doctors, Pharmacists, Optometrists, Physical therapists, etc.) and for non-science majors who needs introductory level chemistry (e.g. Nursing, Exercise Science, Radiologic Technology, etc). The program develops students who are scientifically and chemically literate, teaches pertinent chemical knowledge and applications, provides an opportunity to develop competency in laboratory techniques, and educates and prepares students for professional programs in the life sciences. Students who combine a chemistry minor with a major in Pre-Professional or Biology will strengthen their competitiveness in professional school placement.

Minor

Minor Course Requirements

CHM 390 Junior Seminar

CHM 490 Seminar

Choose at least 16 credits from the following:

CHM 111 General Chemistry I
CHM 112 General Chemistry II
CHM 231 Organic Chemistry I
CHM 232 Organic Chemistry II
CHM 341 Analytical Chemistry
CHM 342 Instrumental Analysis
CHM 353 Physical Chemistry I
CHM 354 Physical Chemistry II
CHM 364 Biochemistry
CHM 370 Inorganic Chemistry
CHM 498 Research



CRIMINAL JUSTICE

The mission of the Mount Marty University Criminal Justice Program is to educate future criminal justice practitioners in the critical areas of crime, justice, law enforcement, corrections, juvenile justice and the social structures and functions that comprise the field of criminal justice. In addition, students will learn to appreciate human, social, and intellectual diversity and to examine critically the world around them. The department along with the university prepares students for the contemporary world of work, service to the community, and a commitment to life-long learning.

The Criminal Justice major provides students with the background necessary to become practitioners in a variety of fields in criminal justice. Students are prepared for careers in the areas of law enforcement, juvenile justice, corrections, probation and parole or as an undergraduate major in preparation for law school. The demand for students with a criminal justice degree is growing. Students seeking a career in any field in criminal justice will find an attractive job market and interesting career options.

Program Outcomes:

- Students will demonstrate an understanding of the origins of criminal behavior, society's response to crime, and the consequences of crime to our society, utilizing the social justice perspectives found in Benedictine values.
- Students will articulate the role of difference and the varied intersections of race, class, and gender in shaping a person's identity and life experiences.
- Students will demonstrate the ability to analyze a criminal case to determine its appropriate processing, given an understanding of the jurisdiction and functions of police, courts, and corrections as components of an interdependent criminal justice system.
- Students will demonstrate knowledge of the major causes and consequences of crime and criminal behavior, and how this knowledge can lead to better criminal justice programs and policies.
- Students will analyze ethical issues and problems related to the structure and function of the criminal justice system and apply this knowledge to a variety of situations.

Bachelor of Arts

Major Course Requirements

| | |
|---------|---|
| CJU 133 | Introduction to Criminal Justice |
| CJU 233 | Policing in America |
| CJU 236 | Criminal Investigation |
| CJU 310 | Service Learning (one credit) |
| CJU 340 | Criminal Procedure |
| CJU 341 | Introduction to Counseling |
| CJU 358 | Institutional and Community-Based Corrections |
| CJU 444 | Juvenile Justice |

| | |
|---------|-------------------------|
| CJU 460 | Criminal Law |
| CJU 475 | Criminology |
| CJU 485 | Internship (one credit) |
| CJU 490 | Senior Seminar |

Related Course Requirements

| | |
|---------|---------------------|
| POS 120 | American Government |
|---------|---------------------|

Choose at least six credits from the following:

| | |
|---------|----------------------------------|
| CJU 240 | Criminal Courts |
| CJU 343 | Introduction to Group Counseling |
| CJU 348 | Drugs, Alcohol and Crime |
| CJU 365 | Principles of Private Security |
| CJU 436 | Criminalistics |

Choose one of the following courses:

| | |
|---------|--------------------------------|
| SOC 225 | Foundations of Human Relations |
| SOC 360 | Minority Studies |
| SOC 377 | Human Relations |

Associate of Arts

Major Course Requirements

| | |
|---------|---|
| CJU 133 | Introduction to Criminal Justice |
| CJU 236 | Criminal Investigation |
| CJU 358 | Institutional and Community-Based Corrections |
| CJU 444 | Juvenile Justice |
| CJU 485 | Internship (three credits) |

Related Course Requirements

| | |
|---------|----------------------------|
| PSY 101 | Introduction to Psychology |
| SOC 100 | Introduction to Sociology |

Choose two of the following courses:

| | |
|---------|----------------------------|
| CJU 341 | Introduction to Counseling |
| CJU 348 | Drugs, Alcohol and Crime |
| CJU 475 | Criminology |
| PSY 370 | Social Psychology |
| PSY 374 | Abnormal Psychology |
| SOC 360 | Minority Studies |
| SOC 377 | Human Relations |

Minor

Minor Course Requirements

Choose 18 credits from the following:

| | |
|---------|----------------------------------|
| CJU 133 | Introduction to Criminal Justice |
| CJU 233 | Policing in America |
| CJU 236 | Criminal Investigation |
| CJU 240 | Criminal Courts |



| | |
|---------|---|
| CJU 340 | Criminal Procedure |
| CJU 341 | Introduction to Counseling |
| CJU 348 | Drugs, Alcohol and Crime |
| CJU 358 | Institutional and Community-Based Corrections |
| CJU 444 | Juvenile Justice |
| CJU 460 | Criminal Law |
| CJU 475 | Criminology |

TEACHER EDUCATION

The mission of the Mount Marty University Teacher Education Department is to prepare high quality teachers. The Department uses a developmental approach within a context of relationships to help students grow in their sense of self and in their ability to serve as competent teachers.

The Teacher Education Department is committed to the liberal arts mission of Mount Marty. Consequently, this degree and required courses for the education majors address the agreed upon general education outcomes of the University as well as the teacher education certification requirements set forth by the state of South Dakota.

A unique characteristic of the teacher education program at Mount Marty University is the integration of theory with practice throughout the entire academic career. Each education student has the opportunity to work in area schools from their freshman orientation class observations through the field experiences, practica, and into the student teaching semester during the senior year. Professors teach all classes and given the small size of the classes, they know their students. The teacher education faculty are committed to helping the students become competent professionals and assisting students in securing that all-important first teaching job.

The Department offers several majors to prepare students to teach at the elementary, secondary and K-12 levels. A student completing a major in Elementary Education is eligible to teach all subjects in kindergarten through eighth grade in South Dakota. The student completing a major in Secondary Education is eligible to teach in their academic major (Biology, English, History) in grades 7 through 12 in South Dakota. A student completing a major in Physical Education is eligible to teach in their major in grades K-12 in South Dakota. Special Education majors are eligible to teach in South Dakota, working with students with disabilities in grades K-12. Graduates of the teacher education program are eligible for comparable certificates/licenses in other states although grade levels and subject areas may vary.

Secondary Education majors must complete requirements in education and an academic content major. The academic majors include Biology, English, History, Math Education, or Physical Education. The physical education major prepares its graduates for teaching at the elementary, middle and secondary levels (K-12) as well as coaching. A student majoring in Physical Education is required to complete appropriate methods courses and student teach at two of the three levels (elementary, middle and/or secondary). The Mathematics Education major is a combination of secondary education and math courses to be able to teach 7-12 math.

Special Education majors must also complete an Elementary Education major or a Secondary Education major. The special education program can be completed in four years for those who also major in elementary education. This includes 12 weeks of student teaching in the elementary classroom and 14 weeks in a special



education setting. Special education majors who are also majoring in secondary education and a content area require five (5) years to complete both programs. This includes two semesters of student teaching.

The Mount Marty University Teacher Education Program is approved by the South Dakota Board of Education and is subject to change depending upon the teacher preparation standards and certification requirements of the South Dakota Department of Education. Every student must meet the program requirements for graduation listed in the Teacher Education Department handbook “Guidelines for Students Preparing to Teach” at the time of official acceptance into the Department unless an update requirement is mandated by the State or an accrediting agency prior to the student’s program completion. To be eligible for South Dakota certification, applicants must possess or be in the process of acquiring U.S. citizenship. The State may also deny certification if applicants are delinquent in child support payments or if they have been convicted of a crime involving moral turpitude.

Program Outcomes: (aligned with the Interstate Teacher Assessment and Support Consortium’s Core Teaching Standards)

- Understanding of learners and learning: how the students acquire new knowledge and skills, the varying development patterns of students, the unique differences learners bring to learning contexts, and the characteristics of environments that foster learning
- Subject matter competency; a deep and flexible competency that allows them to make content meaningful with learners by helping learners access information, apply knowledge, and make connections with their encapsulating worlds
- Understanding of and ability to integrate and coordinate assessment, planning, and instructional strategies in effective and engaging ways, from objective setting and standard alignment to lesson design and the implementation and analysis/interpretation of assessment.
- Understanding and knowledge of the importance of engaging in meaningful and intensive professional learning/development opportunities, professional collaboration, and self-renewal in terms of creating supportive and productive learning environments

Students who plan to pursue one of the teacher education majors should consult the Teacher Education Department handbook “Guidelines for Students Preparing to Teach” for current information and details on prerequisites, criteria for admission to the Department, application procedures, etc. This handbook is distributed in the education classes.

Post-Baccalaureate Certification

Mount Marty University offers an additional route to teacher certification for persons who have already completed at least a baccalaureate degree from a regionally accredited institution. Persons interested in this certification-only program should contact the Teacher Education Department Chair for more information.

ELEMENTARY EDUCATION

Bachelor of Arts

Prerequisites for Program Acceptance

- Successful completion (a grade of “C” or above) of EDN 150, EDN 214 or EDN 216, EDN 233 or EDN 234, ENG 103, ENG 104, STH 130 and MTH 150 or higher or demonstration of competency for any of the above courses.
- Minimum grade of “C” in any course used to fulfill major, minor, or required-related Teacher Education requirements.
- Successful completion of the PRAXIS Core Academic Skills for Educators Tests
- Evidence of academic proficiency at a GPA of 2.5 for the cumulative GPA and a 2.6 or above in the academic major. For the elementary education major, the education courses and the required-related courses identified in the catalog are computed separately with 2.6 required in each area.
- Recommendations from two faculty members indicating that the applicant has exhibited professional characteristics requisite to teaching as determined by the Teacher Education Department. At least one recommendation must be from teacher education faculty. (Recommendations from coaches are only accepted if they are also course instructors.)
- Completion of application forms, including a disclosure form for criminal conduct.

Major Course Requirements

| | |
|------------|--|
| EDN 150 | Orientation to Teaching |
| EDN 156 | Child and Adolescent Development |
| EDN 214-16 | Field Experience in Elementary/Middle |
| EDN 233 | Educational Psychology |
| EDN 234 | Measurement, Evaluation and Management |
| EDN 266 | Middle School/Junior High Education |
| EDN 314-16 | Practicum in Elementary/Middle |
| EDN 341 | Elementary Science and Social Studies Methods |
| EDN 342 | Reading: Philosophy, Psychology and Methods |
| EDN 346 | Reading: Children’s Literature/Language Arts Methods |
| EDN 347 | Reading: Methods, Diagnosis and Remediation in Reading |
| EDN 350 | Elementary School Mathematics Methods |
| EDN 360 | Indian Studies |
| EDN 376 | Integrating Technology into Teaching and Learning |
| EDN 377 | Human Relations Skills |
| EDN 453 | Student Teaching Seminar |
| EDN 454 | Elementary School Student Teaching |
| EDN 490 | Seminar: The Teaching Profession |
| SPE 260 | Psychology of the Exceptional Individual |



Related Course Requirements

| | |
|----------------|---|
| ART 240 | Elementary School Art Education |
| Science | Four credit lab science course |
| ENG 103 | Composition I: The Essay |
| ENG 104 | Composition II: Critical Writing |
| HIS 228 | U.S. History & Government |
| Mathematics | Four credits to include College Algebra or higher |
| MUS 315 | Elementary School Music Methods |
| PED 315 | Elementary Methods of Physical Education |
| Social Science | Three credits social science elective |
| STH 130 | Speech Communication |

Criteria for Acceptance into Elementary Student Teaching (by Teacher Education Committee)

- Completion of application forms, including a disclosure form for criminal conduct.
- Prior acceptance into Teacher Education Program.
- A minimum of a 2.5 cumulative GPA and a 2.75 average GPA in education courses and in required related courses.
- 100 hours working with students whose ages fall within the desired certification level including successful completion of at least one credit of EDN 214-216 Field Experience and at least two credits of EDN 314 or EDN 316 Practicum.
- Recommendations from three faculty members indicating that the applicant is sufficiently prepared in the teaching area and has exhibited professional characteristics requisite to teaching as determined by the Teacher Education Department. At least two recommendations must be from teacher education faculty, one of which must be from the education advisor. For special education one recommendation must be from special education faculty. (Recommendations from coaches are only accepted if they are also course instructors.)
- Successful completion of all methods courses for the major prior to student teaching (EDN 342, EDN 341, EDN 346, EDN 347 and EDN 350).

After acceptance into student teaching, the following additional requirements must be met prior to beginning a student teaching placement.

- Health adequate for working in elementary and/or secondary schools as required by the accepting school district.
- Background check for criminal conduct (school districts may deny acceptance).
- Evidence of personal liability coverage.
- Praxis II Elementary Education Content Knowledge exam prior to the student teaching experience as evidenced by an Examinee Score Report.

Exit Requirements for Elementary Majors

- Successfully complete student teaching including satisfactory performance on required assessments.
- Maintain GPA specifications required to gain acceptance

into student teaching.

- Successfully complete the required Praxis II exams for South Dakota certification.

Students must meet the criterion necessary for the state-approved program in South Dakota for certification in order to graduate with an education major.

SPECIAL EDUCATION

Bachelor of Arts

Prerequisites for Program Acceptance

- Same as for Elementary or Secondary Education.
- Successful completion (grade of “C” or above) of SPE 260 or SPE 270.

Major Course Requirements

| | |
|---------|---|
| SPE 260 | Psychology of the Exceptional Individual |
| SPE 261 | Behavior and Group Management |
| SPE 270 | Interacting with Parents and Professionals |
| SPE 360 | Assessment of Exceptional Learners |
| SPE 361 | Diagnostic Instruction: Early Childhood– Transition |
| SPE 390 | Consultation and Collaboration and Inclusion |
| SPE 440 | Curriculum and Instructional Strategies |
| SPE 442 | Learning Disabilities: Methods and Materials |
| SPE 460 | Special Education Student Teaching |

Other Requirements

Concurrent completion of the Elementary or Secondary Education major or previous/current teacher certification in another area (or documented eligibility for such certification).

Criteria for Acceptance into Special Education Student Teaching

- Completion of application forms including a disclosure form for criminal conduct.
- Prior acceptance into Teacher Education Program.
- At least a 2.5 cumulative GPA and 2.75 GPA in special education courses.
- 100 hours working with students whose ages fall within the desired certification level (satisfied by acceptance in Elementary or Secondary Education).
- Recommendations from three faculty members indicating that the applicant is sufficiently prepared in the teaching area and has exhibited professional characteristics requisite to teaching as determined by the Teacher Education Department. At least two recommendations must be from teacher education faculty, one of which must be from the education advisor and one of which must be from special education faculty. See also the requirements for recommendations for Elementary Education or Secondary Education student teaching. (Recommendations from coaches are only accepted if they are also course instructors.)



After acceptance into student teaching, the following additional requirements must be met prior to beginning a student teaching placement.

- Health adequate for working in elementary and/or secondary schools as required by the accepting school district.
- Background check for criminal conduct (school districts may deny acceptance).
- Evidence of personal liability coverage.

Exit Requirements for Special Education Majors

- Successful completion of student teaching including satisfactory performance on required assessments.
- Maintenance of a cumulative GPA of at least 2.5, with at least a 2.75 in the special education major.
- Successful completion of the required Praxis II exams for South Dakota certification.

Students must meet the criterion necessary for the state-approved program in South Dakota for certification in order to graduate with an education major.

Minor

Minor Course Requirements

| | |
|---------|--|
| SPE 220 | Field Experience in Special Education |
| SPE 260 | Psychology of the Exceptional Individual |
| SPE 261 | Behavior and Group Management |
| SPE 270 | Interacting with Parents and Professionals |
| SPE 360 | Assessment of Exceptional Learners |
| SPE 390 | Consultation and Collaboration and Inclusion |

Note: This minor will not lead to certification in special education. This minor will strengthen preparation of regular education majors and is also an appropriate minor for a psychology major, human service major, or a criminal justice major.

SECONDARY EDUCATION

Bachelor of Arts

Prerequisites for Program Acceptance

- Successful completion (grade of “C” or higher) of EDN 150, EDN 216 or EDN 218, EDN 233 or EDN 234, ENG 103, ENG 104, STH 130, MTH 125 or higher, or demonstration of competency for any of the above courses.
- Minimum grade of “C” in any course used to fulfill major, minor or required-related Teacher Education requirements.
- Successful completion of the PRAXIS Core Academic Skills for Educators Tests.
- Evidence of academic proficiency at a GPA of 2.6 or above in the Secondary Education major and in the academic major (2.6 GPA required in each major and computed separately).



- Recommendations from two faculty members indicating that the applicant has exhibited professional characteristics requisite to teaching as determined by the Teacher Education Department. At least one recommendation must be from teacher education faculty. (Recommendations from coaches are only accepted if they are also course instructors).
- Completion of application forms, including a disclosure form for criminal conduct.

Major Course Requirements

| | |
|------------|---|
| EDN 150 | Orientation to Teaching |
| EDN 156 | Child and Adolescent Development |
| EDN 216-18 | Field Experience in Middle/Secondary |
| EDN 233 | Educational Psychology |
| EDN 234 | Measurement, Evaluation and Management |
| EDN 266 | Middle School/Junior High Education |
| EDN 316-18 | Practicum in Middle/Secondary |
| EDN 360 | Indian Studies |
| EDN 362 | Middle School/Secondary Reading in the Content Area |
| EDN 374 | Middle School and Secondary General Methods |
| EDN 376 | Integrating Technology into Teaching and Learning |
| EDN 377 | Human Relations Skills |
| EDN 453 | Student Teaching Seminar |
| EDN 457 | Secondary School Student Teaching |
| EDN 490 | Seminar: The Teaching Profession |
| SPE 260 | Psychology of the Exceptional Individual |

Additional Requirement for Biology Majors

| | |
|---------|-----------------------------|
| EDN 440 | Special Methods for Science |
|---------|-----------------------------|

Additional Requirement for English Majors

| | |
|---------|-----------------------------------|
| EDN 443 | Special Methods for Language Arts |
|---------|-----------------------------------|

Additional Requirement for History Majors

| | |
|---------|------------------------------------|
| EDN 442 | Special Methods for Social Studies |
|---------|------------------------------------|

Additional Requirement for Mathematics Education Majors

| | |
|---------|---------------------------------|
| EDN 441 | Special Methods for Mathematics |
|---------|---------------------------------|

Other Requirements

Enrollment in an additional academic major in one of the following areas: Biology, English, History, Mathematics Education, or Physical Education.

Criteria for Acceptance into Secondary Student Teaching

- Completion of application forms including a disclosure form for criminal conduct.
- Prior acceptance into Teacher Education Program.
- A minimum of a 2.5 cumulative GPA and a 2.75 average GPA in education courses and in required related courses.



- 100 hours working with students whose ages fall within the desired certification level including successful completion of at least one credit of EDN 214-218, Field Experience and two credits of EDN 314-318, Practicum.
- Recommendations from three faculty members indicating that the applicant is sufficiently prepared in the teaching area and has exhibited professional characteristics requisite to teaching as determined by the Teacher Education Department. At least two recommendations must be from teacher education faculty, one of which must be from the education advisor. For secondary education, one recommendation must be from faculty in the academic content major, and for special education one recommendation must be from special education faculty. (Recommendations from coaches are only accepted if they are also course instructors).
- Successful completion of all methods courses for the major prior to student teaching (EDN 362, EDN 374 and the applicable EDN 440, EDN 442, EDN-441, EDN 443, PED 315 or PED 451).

After acceptance into student teaching, the following additional requirements must be met prior to beginning a student teaching placement.

- Health adequate for working in elementary and/or secondary schools as required by the accepting school district.
- Background check for criminal conduct (school districts may deny acceptance).
- Evidence of personal liability coverage.
- Praxis II specialty area/content exam for the academic major prior to student teaching as evidenced by an Examinee Score Report.

Exit Requirements for Secondary Education Majors

- Successful completion of student teaching including satisfactory performance on required assessments.
- Maintain GPA specifications required to gain acceptance into student teaching.
- Successful completion of the required Praxis exams for South Dakota certification and the content exam.

Students must meet the criterion necessary for the state-approved program in South Dakota for certification in order to graduate with an education major.

MATHEMATICS EDUCATION

Bachelor of Arts

Students must follow all departmental requirements for program acceptance, acceptance into student teaching, and exit requirements for the Secondary Education major. In addition the following 27 credits in mathematics are required.

Major Course Requirements

Choose 27 credits from the following:

| | |
|---------|-------------------------------|
| MTH 115 | Geometry I |
| MTH 116 | Geometry II |
| MTH 150 | College Algebra |
| MTH 180 | Precalculus |
| MTH 205 | Discrete Mathematics |
| MTH 209 | Calculus I |
| MTH 210 | Calculus II |
| MTH 219 | Elementary Statistics |
| MTH 303 | Non-Euclidean Geometry |
| MTH 355 | Linear Algebra |
| MTH 375 | Methods in Numerical Analysis |

Education Course Requirements

| | |
|------------|---|
| EDN 150 | Orientation to Teaching |
| EDN 156 | Child and Adolescent Development |
| EDN 216-18 | Field Experience in Middle/Secondary |
| EDN 233 | Educational Psychology |
| EDN 234 | Measurement, Evaluation and Management |
| EDN 266 | Middle School/Junior High Education |
| EDN 316-18 | Practicum in Middle/Secondary |
| EDN 360 | Indian Studies |
| EDN 362 | Middle School/Secondary Reading in the Content Area |
| EDN 374 | Middle School and Secondary General Methods |
| EDN 376 | Integrating Technology into Teaching and Learning |
| EDN 377 | Human Relations Skills |
| EDN 441 | Special Methods for Mathematics |
| EDN 453 | Student Teaching Seminar |
| EDN 457 | Secondary School Student Teaching |
| EDN 490 | Seminar: The Teaching Profession |
| SPE 260 | Psychology of the Exceptional Individual |

Recommended courses:

| | |
|---------|--------------------------|
| PHY 221 | Principles of Physics I |
| PHY 222 | Principles of Physics II |
| MTH 270 | Math Modeling |

PHYSICAL EDUCATION

Bachelor of Arts

Prerequisites for Program Acceptance

- Successful completion (grade of “C” or higher) of EDN 150, EDN 216 or EDN 218, EDN 233 or EDN 234, ENG 103, ENG 104, STH 130, MTH 125 or higher, or demonstration of competency for any of the above courses.
- Minimum grade of “C” in any course used to fulfill major, minor or required-related Teacher Education requirements.
- Successful completion of the PRAXIS Core Academic Skills for



Educators Tests.

- Evidence of academic proficiency at a GPA of 2.6 or above in the Secondary Education major and in the academic major (2.6 GPA required in each major and computed separately).
- Recommendations from two faculty members indicating that the applicant has exhibited professional characteristics requisite to teaching as determined by the Teacher Education Department. At least one recommendation must be from teacher education faculty. (Recommendations from coaches are only accepted if they are also course instructors).
- Completion of application forms, including a disclosure form for criminal conduct.

Major Course Requirements

| | |
|------------|---|
| EDN 150 | Orientation to Teaching |
| EDN 156 | Child and Adolescent Development |
| EDN 216-18 | Field Experience in Middle/Secondary |
| EDN 233 | Educational Psychology |
| EDN 234 | Measurement, Evaluation and Management |
| EDN 266 | Middle School/Junior High Education |
| EDN 316-18 | Practicum in Middle/Secondary |
| EDN 360 | Indian Studies |
| EDN 362 | Middle School/Secondary Reading in the Content Area |
| EDN 374 | Middle School and Secondary General Methods |
| EDN 376 | Integrating Technology into Teaching and Learning |
| EDN 377 | Human Relations Skills |
| EDN 453 | Student Teaching Seminar |
| EDN 457 | Secondary School Student Teaching |
| EDN 490 | Seminar: The Teaching Profession |
| SPE 260 | Psychology of the Exceptional Individual |

Major Course Requirements

| | |
|---------|---|
| PED 100 | Introduction to Physical Education |
| PED 133 | Gymnastics/Tumbling |
| PED 135 | Dance |
| PED 200 | Fundamentals of Coaching |
| PED 211 | Individual/Dual Sports I |
| PED 212 | Individual/Dual Sports II |
| PED 213 | Team Sports I |
| PED 214 | Team Sports II |
| PED 217 | First Aid & CPR |
| PED 225 | Health and Wellness in Special Populations |
| PED 226 | Strength and Functional Conditioning |
| PED 230 | Human Anatomy and Physiology |
| PED 315 | Elementary Methods of Physical Education |
| PED 350 | Principles of Health |
| PED 353 | Biomechanics |
| PED 382 | Adapted Physical Education |
| PED 440 | Organization and Administration of Physical Education and Athletic Programs |



| | |
|---------|---|
| PED 450 | Exercise Physiology |
| PED 451 | Secondary Health and Physical Education Methods |

Related Course Requirements

| | |
|---------|---|
| EXS 254 | Sports First Aid/Prevention and Care of Athletic Injuries |
| EDN 455 | Elementary School Student Teaching in Physical Education |

Choose at least one outdoor recreational activity from the following:

| | |
|---------|--|
| REC 212 | Biking and Hiking |
| REC 214 | Skiing |
| REC 223 | Community Recreation, Sports and Tourism |
| REC 220 | Introduction to Archery |
| REC 341 | Camping/Outdoor Recreation |

Criteria for Acceptance into Secondary Student Teaching

- Completion of application forms including a disclosure form for criminal conduct.
- Prior acceptance into Teacher Education Program.
- A minimum of a 2.5 cumulative GPA and a 2.75 average GPA in education courses and in required related courses.
- 100 hours working with students whose ages fall within the desired certification level including successful completion of at least one credit of EDN 214-218, Field Experience and two credits of EDN 314-318, Practicum.
- Recommendations from three faculty members indicating that the applicant is sufficiently prepared in the teaching area and has exhibited professional characteristics requisite to teaching as determined by the Teacher Education Department. At least two recommendations must be from teacher education faculty, one of which must be from the education advisor. For secondary education, one recommendation must be from faculty in the academic content major, and for special education one recommendation must be from special education faculty. (Recommendations from coaches are only accepted if they are also course instructors).
- Successful completion of all methods courses for the major prior to student teaching (EDN 362, EDN 374, PED 315 or PED 451).

After acceptance into student teaching, the following additional requirements must be met prior to beginning a student teaching placement.

- Health adequate for working in elementary and/or secondary schools as required by the accepting school district.
- Background check for criminal conduct (school districts may deny acceptance).
- Evidence of personal liability coverage.
- Praxis II specialty area/content exam for the academic major prior to student teaching as evidenced by an Examinee Score Report.

Exit Requirements for Secondary Education Majors

- Successful completion of student teaching including satisfactory performance on required assessments.



- Maintain GPA specifications required to gain acceptance into student teaching.
- Successful completion of the required Praxis exams for South Dakota certification and the content exam.

Students must meet the criterion necessary for the state-approved program in South Dakota for certification in order to graduate with an education major

ENGLISH

The mission of the English Department is to develop graduates who think creatively and critically and who communicate well by providing instruction in literary analysis, creative writing, and composition to English majors, minors, and students in General Education.

The program is designed to develop graduates who think creatively and critically and who communicate well, the English major is an excellent foundation for the future lawyer, doctor, business executive, librarian, social worker or teacher. Combined with appropriate minors, it is a sound preparation for careers in television, radio, journalism, advertising, publishing and writing, public relations, public service, merchandising and computer programming. Graduates of the Mount Marty University English program are found today in most of these fields. They have been supported in their career development by faculty who take pride not only in offering an excellent academic program but also in seeing that each graduate is well positioned in graduate study or a career.

Composition students will be able to find errors in drafts, revise appropriately, write a clear thesis statement, and develop a thesis statement into an effective essay. English Education students will be able to recall content of select works of literature and recognize major theories of contemporary linguistics. Students with a Literature concentration will be able to present and defend a major research project before an audience and explain the relationship between a work of literature and the culture that produced it. Students with a Creative Writing concentration will be able to critique their own writing, evaluate the work of peers, and collaborate in the revision of their work and the work of their colleagues. General Education students will be able to analyze works of literature.

A major in English fosters students' development as creative and critical thinkers who will become productive members of society.

Program Outcomes:

- Students will be able to investigate significant issues, develop a thesis, use pertinent evidence and present it in writing that has impact on a general audience.
- Students will be able to research a literary topic and support an argument with abundant and specific evidence.
- Students will be able to analyze underrepresented experiences and cultural diversity, including issues of race, gender, class, sexuality, and ethnicity, through the study of ethnic minority or non-Western texts.
- Students will be able to demonstrate, independent, original, and imaginative thinking.
- [LITERATURE CONCENTRATION] - Students will be able to demonstrate knowledge of major traditions in British literature, American literature, and literature outside of the European/North American sphere.
- [WRITING CONCENTRATION] - Students will be able to describe



their own writing style and how it can be improved.

• [WRITING CONCENTRATION] - Students will be able to write, recognize, and interpret the differences among fiction, nonfiction, and poetry in ways that display an understanding of the special qualities and possibilities of the genres.

Bachelor of Arts

Literature Concentration Major Course Requirements

| | |
|---------|----------------------------|
| ENG 250 | World Literature |
| ENG 310 | Early American Literature |
| ENG 311 | Recent American Literature |
| ENG 343 | Early British Literature |
| ENG 344 | Recent British Literature |
| ENG 369 | Advanced Composition |
| ENG 490 | Senior Seminar |

Choose 12 credits from the following:

| | |
|---------|---|
| ENG 220 | The Short Story |
| ENG 221 | Creative Writing |
| ENG 226 | Adolescent Literature |
| ENG 355 | Shakespeare's Drama |
| ENG 356 | The Novel |
| ENG 360 | Mythology |
| ENG 371 | English Language: Grammar and Linguistics |

Six college credits of a foreign language or two years of successful high-school study of one foreign language.

Writing Concentration Major Course Requirements

| | |
|---------|----------------------------------|
| ENG 221 | Creative Writing |
| ENG 491 | Senior Portfolio and Performance |

Choose 12 credits from the following:

| | |
|---------|---------------------------------|
| ENG 222 | Basic News Writing |
| ENG 320 | Advanced Poetry |
| ENG 321 | Advanced Fiction and Nonfiction |
| ENG 322 | Writing and Publishing |
| ENG 323 | Advanced Writing and Publishing |
| ENG 324 | Writing and the Visual Arts |
| ENG 369 | Advanced Composition |

With approval of the major advisor, students may elect to take three credits of Independent Study (ENG 299 or 399) in fulfillment of the major.

Students must also take an additional 15 credits from among other courses in the English department (200 level or higher) and six college credit hours of a foreign language or two years of successful high-school study of one foreign language.

Education Emphasis Major Requirements

Students pursuing an English major with an concentration in Education leading to certification as a teacher will be required to take additional coursework outside the English department and will require advising by members of both the English and the Education departments very early in their university career. Students are strongly urged to contact both departments before they register for their first semester.

| | |
|---------|---|
| ENG 226 | Adolescent Literature |
| ENG 250 | World Literature |
| ENG 310 | Early American Literature |
| ENG 311 | Recent American Literature |
| ENG 343 | Early British Literature |
| ENG 344 | Recent British Literature |
| ENG 355 | Shakespeare's Drama |
| ENG 369 | Advanced Composition |
| ENG 371 | English Language: Grammar and Linguistics |
| ENG 490 | Senior Seminar |

Students must also take an additional six credits of English of the student's election (200 level or higher). English Education students who plan on doing future graduate-level work in English are encouraged to take Critical Theory as an elective.

Minor

Literature Concentration Minor Requirements

| | |
|---------|----------------------|
| ENG 369 | Advanced Composition |
|---------|----------------------|

Choose one of the following courses:

| | |
|---------|----------------------------|
| ENG 310 | Early American Literature |
| ENG 311 | Recent American Literature |

Choose one of the following courses:

| | |
|---------|---------------------------|
| ENG 343 | Early British Literature |
| ENG 344 | Recent British Literature |

Choose nine credits from the following, not taken above:

| | |
|---------|----------------------------|
| ENG 220 | The Short Story |
| ENG 221 | Creative Writing |
| ENG 250 | World Literature |
| ENG 255 | European Fiction |
| ENG 310 | Early American Literature |
| ENG 311 | Recent American Literature |
| ENG 343 | Early British Literature |
| ENG 344 | Recent British Literature |
| ENG 348 | Theatre: An Overview |
| ENG 349 | History of Film |
| ENG 355 | Shakespeare's Drama |
| ENG 356 | The Novel |



| | |
|---------|---|
| ENG 360 | Mythology |
| ENG 371 | English Language: Grammar and Linguistics |
| ENG 490 | Senior Seminar |

Writing Concentration Minor Requirements

| | |
|---------|------------------|
| ENG 221 | Creative Writing |
|---------|------------------|

Choose nine credits from the following:

| | |
|---------|---------------------------------|
| ENG 222 | Basic News Writing |
| ENG 320 | Advanced Poetry |
| ENG 321 | Advanced Fiction and Nonfiction |
| ENG 322 | Writing and Publishing |
| ENG 323 | Advanced Writing and Publishing |
| ENG 324 | Writing and the Visual Arts |
| ENG 369 | Advanced Composition |

With approval of the major advisor, students may elect to take three credits of Independent Study (ENG 299 or 399) in fulfillment of the minor.

Students must also take an additional six credits from among other courses in the English department (200 level or higher).

EXERCISE SCIENCE

The mission of the Exercise Science Program at Mount Marty University is to develop competent and contributing entry-level professionals as well as provide a foundation for graduate-level coursework and programs in Physical Therapy, Occupational Therapy, Athletic Training, and Strength & Conditioning. The knowledge, skills, and abilities gained will enable students to create and implement strength, cardiovascular, and flexibility training programs, as well as have the understanding of several standard health and fitness assessments such as body composition, maximal and submaximal cardiovascular and strength testing, among others. These skills will help facilitate others in achieving healthy, active lifestyles, and enhance athletic and fitness performance.

This major has been designed to meet the requirements of various certifications within nationally recognized organizations. These include: American Council on Exercise: Personal Trainer, Group Fitness Instructor, Clinical Exercise Specialist, Life & Weight Management Consultant; American College of Sports Medicine: Personal Trainer, Health/Fitness Instructor, Exercise Specialist, Registered Clinical Exercise Physiologist; National Strength & Conditioning Association: Personal Trainer, Strength & Conditioning Specialist; National Association of Sports Medicine: Personal Trainer, Group Trainer and Performance Enhancement Specialist.

The new Pre-Physical Therapy degree track ensures that students pursuing Physical Therapy will have all of the pre-requisite courses met, along with obtaining their BA in Exercise Science. We have formulated our track based off of the requirements of the University of South Dakota, if a student intends to attend a specific school, we make sure any additional pre-requisites are built into their program of study.

Starting in 2018, an articulation agreement was signed with the Master's of Athletic Training Program at Augustana University. This agreement guarantees admittance into the program if all pre-requisite materials are completed.

Program Outcomes:

- Students will be able to demonstrate the ability to effectively engage in scholarly inquiry and analysis in the area of Exercise Science and Sport Studies.
- Students will demonstrate knowledge of the importance and influence of physical activity, kinesiology, nutrition, psychology, and exercise on health and overall well-being.
- Students will plan, administer, and evaluate strength, cardiovascular, and flexibility programs and assessments, nutrition projects based in sport, clinical, industrial and/or corporate environments.
- Students will be academically prepared for graduate study in exercise science related fields including Physical Therapy, Occupational Therapy, Athletic Training, and Strength & Conditioning, and/or be prepared to function competently in the fields of exercise and sport.



Bachelor of Arts

Major Course Requirements

| | |
|---------|---|
| EXS 100 | Introduction to Exercise Science |
| EXS 225 | Health and Wellness in Special Populations |
| EXS 226 | Strength and Functional Conditioning |
| EXS 230 | Human Anatomy & Physiology |
| EXS 240 | Motor Learning and Development |
| EXS 254 | Sports First Aid/Prevention & Care of Athletic Injuries |
| EXS 310 | Nutrition of Sport and Exercise |
| EXS 353 | Biomechanics |
| EXS 450 | Exercise Physiology |
| EXS 485 | Internship (minimum 3 credits) |
| EXS 498 | Research Design |

Related Course Requirements

| | |
|---------|--------------------------|
| PED 200 | Fundamentals of Coaching |
| PED 217 | First Aid & CPR |
| PED 350 | Principles of Health |
| PSY 316 | Health Psychology |
| PSY 317 | Sport Psychology |

Exercise Science with Pre-Physical Therapy Concentration

Major Course Requirements

| | |
|---------|---|
| EXS 100 | Introduction to Exercise Science |
| EXS 225 | Health and Wellness in Special Populations |
| EXS 226 | Strength and Functional Conditioning |
| EXS 240 | Motor Learning and Development |
| EXS 254 | Sports First Aid/Prevention & Care of Athletic Injuries |
| EXS 310 | Nutrition of Sport and Exercise |
| EXS 353 | Biomechanics |
| EXS 450 | Exercise Physiology |
| EXS 485 | Internship (minimum 3 credits) |
| EXS 498 | Research Design |

Related Course Requirements

| | |
|---------|-------------------------------|
| BIO 111 | General Biology I |
| BIO 203 | Human Anatomy & Physiology I |
| BIO 204 | Human Anatomy & Physiology II |
| BIO 320 | Microbiology |
| CHM 111 | General Chemistry I |
| CHM 112 | General Chemistry II |
| MTH 219 | Elementary Statistics |
| PED 200 | Fundamentals of Coaching |
| PED 217 | First Aid & CPR |
| PED 350 | Principles of Health |
| PHY 221 | Principles of Physics I |
| PHY 222 | Principles of Physics II |
| PSY 165 | Lifespan Development |
| PSY 374 | Abnormal Psychology |



HISTORY

The history department of the Humanities Division is part of the Mount Marty University academic community in the Catholic Benedictine liberal arts tradition. The department prepares students to become teachers or pursue further studies that will allow them to participate in the contemporary world of work, provide service to the human community and experience personal growth.

A history major provides students with a broadly based liberal arts education emphasizing knowledge of the past as the foundation of contemporary institutions and society. A history major prepares students for careers in journalism, government and politics. It also serves as excellent preparation for future studies and careers in law, theology and teaching.

This major is designed to be a double major with Teacher Education for students who wish to teach history in secondary schools. Teacher Education majors are prepared to be certified to teach in South Dakota and many other states (see Other Requirements below).

Program Outcomes:

- Students will be able to demonstrate an overall understanding of World History and United States History.
- Students will be able to develop an in-depth understanding of a field, theme, or region.
- Students will be able to formulate historical arguments and synthesize those arguments in clear and persuasive pose.
- Students will be able to demonstrate a historical awareness of the diversity of the human experience across time and space.
- Students will develop the facility to conduct research in both primary and secondary resources.

Prerequisites for Program Acceptance

Cumulative GPA of 2.5 after two semesters of college.

Bachelor of Arts

Major Course Requirements

| | |
|----------|--------------------------------------|
| HIS 106 | Ancient and Medieval World Cultures |
| HIS 107 | 16th to 18th Century World Cultures |
| HIS 108 | 19th and 20th Century World Cultures |
| HIS 228 | U.S. History and Government |
| HIS 229 | U.S. History Since 1877 |
| HIS 322* | Constitutional History and Law |
| HIS 346* | U.S. Diplomatic History |
| HIS 361* | History of Christianity |
| HIS 370* | Korean and Vietnam Wars |
| HIS 380* | Recent America: 1932 – Present |

*History 386 (Selected Topics) or History 399 (Independent Study) courses may



be substituted upon department approval. A minimum of 31 credits is required for the major.

Other Requirements

Students pursuing a history major or minor leading to certification as a teacher may require additional course work (HIS 390 is required for South Dakota certification). These students require early counseling by faculty in history and teacher education.

Minor

The history minor (18 credits) is designed to provide students with a broadly based background in U. S. and World History with the five introductory courses, and an introduction to the research and writing of history with one upper division history course.

Minor Course Requirements

| | |
|---------|--|
| HIS 106 | Ancient and Medieval World Cultures |
| HIS 107 | 16th to 18th Century World Cultures |
| HIS 108 | 19th and 20th Century World Cultures |
| HIS 228 | U.S. History and Government for Teachers |
| HIS 229 | U.S. History Since 1877 |

Choose one of the following courses:

| | |
|---------|--------------------------------|
| HIS 322 | Constitutional History and Law |
| HIS 346 | U.S. Diplomatic History |
| HIS 361 | History of Christianity |
| HIS 370 | Korean and Vietnam Wars |
| HIS 380 | Recent American: 1932-Present |

HORTICULTURE

The Associate of Science degree in horticulture blends technical classes with the liberal arts to provide a broader based education to prepare graduates for entry level management and practitioner careers in horticulture.

This program is offered only at a contracted auxiliary site in Yankton.

Program Outcomes:

- Identify and maintain a variety of woody, herbaceous, and annual plants, and properly place them in landscape designs.
- Create aesthetically pleasing landscape designs using plants, turf, and material relevant to their climate and geography.
- Develop, evaluate, and maintain turf grass.
- Create and maintain annual landscape maintenance schedules.
- Diagnose disease and insect issues that affect the health of trees, shrubs, plants, and turf, and provide safe methods for corrective action.
- Explain basic plant science and the environmental implications of various plant species.

Associate of Science

Major Course Requirements

| | |
|---------|------------------------------|
| HRT 100 | Introduction to Horticulture |
| HRT 110 | Landscape Graphics |
| HRT 135 | Turf Management |
| HRT 220 | Landscape Design |
| HRT 225 | Woody Landscapes, Morphology |
| HRT 230 | Herbaceous Plants |
| HRT 245 | Pruning |
| HRT 285 | Internship |

Choose one of the following courses:

| | |
|---------|---------------------------------|
| HRT 240 | Green House Operations |
| HRT 280 | Advanced Woody Landscape Plants |

Related Course Requirements

| | |
|---------|--------------------------|
| BUS 215 | Business Communications |
| BUS 231 | Principles of Management |
| BIO 240 | Botany |

Horticulture Certificate (16-19 credits)

Certificate Course Requirements

| | |
|---------|------------------------------|
| HRT 100 | Introduction to Horticulture |
| HRT 135 | Turf Management |
| HRT 245 | Pruning |

Choose three courses from the following:



| | |
|---------|--|
| BUS 215 | Business Communications |
| CIS 125 | Basic Skills in Information Technology |
| HRT 225 | Woody Landscapes, Morphology |
| HRT 230 | Herbaceous Plants |
| HRT 240 | Green House Operations |
| HRT 280 | Advanced Woody Landscape Plants |

HUMAN SERVICE

In line with the mission of Mount Marty University, the human service major helps students develop sociological and psychological insight into human behavior and how to apply it to careers in the helping profession. Human behavior is looking at from a variety of different perspectives with a multidisciplinary approach, with the coursework of each area of emphasis helping students pursue areas of interest and focus on developing the skills needed for careers in the human service profession.

Career options for majors with an emphasis in social services include such areas as youth/human service counseling, case management, careers with non-profit or community service organizations, public relations, human resources, working in group homes, court services, probation, and domestic violence and homeless shelters. This emphasis will also provide the foundation for students interested in pursuing graduate study in counseling, social work, chemical dependency, and other social service fields.

The disability service emphasis will focus on meeting the needs of students interested in human service careers working with disabilities, rehabilitation, and support services for youth, those with intellectual and developmental challenges and the elderly. This emphasis will also serve as the foundation for pursuing graduate study in occupational therapy and advanced degrees in disability services.

Program Outcomes:

- Students will examine social issues and their impact on society by being able to assess human behavior using psychosocial theories.
- Students will apply ethical standards to evaluate research, social behavior, and in pursuit of professional growth.
- Students will demonstrate and apply human services research to the study of human behavior.
- Students will demonstrate application of psychosocial theories internship in internship and service learning experiences.
- Students will illustrate cultural awareness and sensitivity needed to respectfully serve the diverse service population.

Bachelor of Arts

Major Course Requirements

| | |
|---------|--|
| HSV 100 | Introduction to the Human Service Profession |
| HSV 310 | Service Learning (three credits) |
| HSV 490 | Senior Seminar |

Related Course Requirements

| | |
|---------|----------------------------------|
| CJU 133 | Introduction to Criminal Justice |
| PSY 101 | Introduction to Psychology |
| PSY 165 | Lifespan Development |
| PSY 275 | Experimental Methods I |



| | |
|---------|--|
| PSY 341 | Introduction to Counseling |
| PSY 346 | Ethics for the Human Service and Chemical Dependency Professional |
| SOC 100 | Introduction to Sociology |

Students must choose at least one of the following concentrations:

Social Services Concentration

| | |
|---------|------------------------|
| HSV 485 | Internship (3 credits) |
|---------|------------------------|

Choose six courses from the following:

| | |
|---------|--|
| CJU 444 | Juvenile Justice |
| PSY 340 | Chemical Dependency and Human Behavior |
| PSY 342 | Introduction to Alcoholism |
| PSY 343 | Introduction to Group Counseling |
| PSY 370 | Social Psychology |
| PSY 374 | Abnormal Psychology |
| PSY 276 | Experimental Methods II |
| SOC 202 | Marriage and Family |
| SOC 360 | Minority Studies |
| SPE 260 | Psychology of the Exceptional Child |
| SPE 261 | Behavior and Group Management |

Disability Services oncentration

| | |
|---------|---|
| NSG 210 | Basic Nutrition |
| PED 382 | Adapted Physical Education |
| SOC 377 | Human Relation Skills |
| SPE 260 | Psychology of the Exceptional Child |
| SPE 261 | Behavior and Group Management |
| SPE 270 | Interacting with Parents/Professionals |
| SPE 390 | Consultation, Collaboration & Inclusion |
| SPE 485 | Internship (3 credits) |

Minor

Minor Course Requirements

Choose 18 credits from the following (at least one course from each discipline)

| | |
|---------|--|
| CJU 133 | Introduction to Criminal Justice |
| CJU 444 | Juvenile Justice |
| PSY 165 | Lifespan Development |
| PSY 341 | Introduction to Counseling |
| PSY 343 | Group Counseling |
| PSY 346 | Ethics for the Human Service and Chemical Dependency Professional |
| PSY 370 | Social Psychology |
| PSY 374 | Abnormal Psychology |
| SOC 202 | Marriage and Family |
| SOC 360 | Minority Studies |
| SOC 480 | Social Theory |



INTERDISCIPLINARY STUDIES

The Interdisciplinary Studies major meets the needs of students who wish to design their own area of study. Students interested in the Interdisciplinary Studies major should meet with an advisor for initial planning. Each student designs a program and prepares a proposal related to the student's career choice. Eligible students may earn an emphasis in Allied Health. This emphasis requires an associate degree or previous coursework (minimum of 50 credits) in a medical/health related specialty.

The following guidelines apply to the Interdisciplinary Studies program:

Major must consist of 48 credits*

Option 1: 16 credits* from three disciplines or

Option 2: 24 credits* from two disciplines

Option 3: 24 credits* from one discipline and 12 credits*
from two additional disciplines

Students must obtain the approval from each discipline expert. Courses may not be applied twice to satisfy general education and major requirements.

Must earn a minimum of 24* credits in residence after the plan is approved (note that in progress courses have not been earned yet).

Must earn 16 credits* of major in residence (standard graduation policy).

* credits are reduced by half for associate degree



MATHEMATICS

The Mathematics Department prepares students to be mathematical, quantitative, and critical thinkers as well as creative problem solvers, enabling them to become life-long learners, to continue to grow in their chosen professions, and to function as productive citizens serving both the local and the global communities. One of the benefits of studying mathematics is that it supports and enhances most any career path.

Minor

Minor Course Requirements

MTH 209 Calculus I

MTH 210 Calculus II

Choose 10 credits of mathematics coursework at a level of Discrete Mathematics (MTH 205) or higher.

Related Course Requirements

CSC 230 Software Structure and Design

PHY 221 Principles of Physics I

Students pursuing a mathematics minor leading to certification as a teacher may require additional coursework. These students require faculty advisors in mathematics and teacher education.

MEDICAL LABORATORY SCIENCE

The mission of the Medical Laboratory Science (MLS) Program at Mount Marty University is to prepare all graduates of our baccalaureate program to meet the current standards for preclinical and core clinical competencies in the area of Medical Laboratory Sciences as described by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

Medical Laboratory Science is a traditional program with three years of pre-clinical preparation followed by a one-year clinical internship at a hospital accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Courses in areas such as Clinical Microscopy/Urinalysis, Hematology/Coagulation, Microbiology, Serology/Immunology and Immunohematology are covered in the clinical phase. After successful completion of the clinical year, the student graduates from Mount Marty University with a Bachelor of Science degree in Medical Laboratory Science and is eligible to take the American Society for Clinical Pathology Board of Certification Exam in Medical Technology. One advantage Mount Marty University offers to the student is a strong introduction to clinical material during the first three years. A major in MLS equips the student to seek careers in many medical settings and can serve as a preparatory program for graduate and professional programs in the medical field.

Graduates of the MLS Program are well versed in completing complex medical tests to diagnose, treat, and prevent disease. While pursuing this major, the student will develop an in-depth knowledge of the field and become competent in the use of current technologies. The year of clinical internship includes both didactic and extensive opportunities to use state of the art equipment in medical laboratory science. The student will be able to pursue special topics of interest in research and present a seminar within the internship year. Courses within the major in the pre-clinical program of study as well as during internship will give the student the opportunities to examine the contemporary issues facing the medical laboratory scientist and apply the university's guiding ethical principles.

Due to the vast science knowledge and technical skills that the MLS major covers, students are well prepared for careers not only in the laboratory, but in various biomedical positions. A degree in MLS provides students with an excellent foundation for careers in hospital, veterinary, research, government, and industrial laboratories. They are also qualified to train or supervise laboratory technicians. Students may choose to continue their education through professional and graduate degrees in human or veterinary medicine, biomedical research, education, or management. Medical laboratory practitioners work beyond the laboratory as physicians, researchers, professors, consultants, managers, and public health administrators.

Program Outcomes:

- Students will be able to demonstrate competency to perform a full range of testing in the contemporary medical laboratory encompassing pre-analytical, analytical, and postanalytical components of laboratory



services, including hematology, chemistry, microbiology, urinalysis, body fluids, molecular diagnostics, phlebotomy, and immunohematology.

- Students will be able to demonstrate proficiency to problem-solve, troubleshoot, and interpret results, and use statistical approaches when evaluating data.
- Students will model the professional traits of an entry level healthcare practitioner.
- Students will be able to demonstrate administrative skills consistent with philosophies of quality assurance, continuous quality improvement, laboratory education, and appropriate composure under stressful conditions as well as application of safety and government regulations and standards as applied to medical laboratory practice.
- Students will be able to demonstrate effective communication skill to ensure accurate and appropriate information transfer.

Prerequisites for Program Acceptance

- Sophomore standing with a minimum cumulative GPA of 3.00 (clinical affiliates require a minimum cumulative GPA of 2.80).
- Completion of eight credits of chemistry and 12 credits of biology with a minimum cumulative GPA of 2.50 in these courses.
- Acceptance into the program does not mean acceptance into a particular internship. Acceptance into internship is determined on an individual basis.

Bachelor of Science

Major Course Requirements

| | |
|---------|----------------------------------|
| MLS 302 | Immunology |
| MLS 485 | Clinical Internship (40 credits) |

Related Course Requirements

| | |
|---------|---------------------------------|
| BIO 111 | General Biology I |
| BIO 203 | Human Anatomy and Physiology I |
| BIO 204 | Human Anatomy and Physiology II |
| BIO 320 | Microbiology |
| BIO 364 | Cell and Molecular Biology |
| CHM 111 | General Chemistry I |
| CHM 112 | General Chemistry II |
| CHM 231 | Organic Chemistry I |
| CHM 341 | Analytical Chemistry |
| CHM 342 | Instrumental Analysis |
| CHM 364 | Biochemistry |
| MTH 219 | Elementary Statistics |

Recommendations

| | |
|---------|----------------------|
| CHM 232 | Organic Chemistry II |
| MLS 490 | Seminar |
| MLS 498 | Research |



Other Requirements

Internship at a National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) approved hospital. Successful completion of the internship is determined by the institution at which the student interns.

MUSIC

The Music Department at Mount Marty University is committed to providing high quality musical experiences and learning by creating an inclusive environment that welcomes students, faculty, staff, and community members; dedicated to instill an appreciation of music that will last beyond Mount Marty University; and recognizing the spiritual wonder that comes from engaging in, and by experiencing music.

All music courses and performing groups are available to all students regardless of their academic major. Groups include concert band, jazz band, pep band, mixed chorus and chamber choir and recruitment choir.

Minor

Minor Course Requirements

| | |
|---------|-------------------------|
| MUS 100 | Music Theory |
| MUS 101 | Music Theory |
| MUS 308 | Instrumental Conducting |
| MUS 309 | Choral Conducting |

Choose four credits from the following:

| | |
|---------|------------|
| MUS 160 | Piano |
| MUS 162 | Voice |
| MUS 164 | Organ |
| MUS 166 | Woodwinds |
| MUS 168 | Brass |
| MUS 170 | Percussion |
| MUS 172 | Guitar |

Choose four credits from the following:

| | |
|---------|----------------------------------|
| MUS 300 | History of Music |
| MUS 301 | History of Music |
| MUS 302 | History of Music |
| MUS 315 | Elementary School Music Methods* |
| MUS 451 | Methods of Teaching Music* |

*required to teach music

Applied Music

All students, regardless of major, may take applied music (music lessons) in the following areas. Students must consult with their instructor prior to registration. Students studying privately, regardless of their academic major, perform an end of the semester “music jury” for the faculty only. Students who have three semesters or fewer of private study perform in a group seminar experience with other members from the teacher’s studio. Students with four semesters or more of private study perform in a departmental recital at the end of each semester.

| | |
|---------|-------------|
| MUS 160 | Piano |
| MUS 162 | Voice |
| MUS 164 | Organ |
| MUS 166 | Woodwinds |
| MUS 168 | Brass |
| MUS 170 | Percussion |
| MUS 172 | Guitar |
| MUS 140 | Piano Class |
| MUS 142 | Voice Class |

Ensemble

Students may earn one credit each semester.

| | |
|---------|----------------------------------|
| MUS 124 | Smooth Benediction (by audition) |
| MUS 126 | Chamber Choir (by audition) |
| MUS 127 | Choral Union |
| MUS 128 | Concert Band |



NURSING

The mission of the Mount Marty University Nursing Programs is to provide students with an integrated education in a Catholic Benedictine liberal arts tradition and to promote personal character development; holistic professional nursing expertise; and community service involvement.

Program Outcomes

- Build upon a foundation of liberal arts education to provide holistic client-centered care based on clinical reasoning, nursing expertise, and professional values.
- Adapt organizational and systems leadership skills to ensure continuous improvement in quality care and client safety.
- Evaluate current evidence to inform clinical decision making.
- Support interprofessional, intraprofessional, and client communication and collaboration for improving client health outcomes.
- Determine appropriate application of technology to improve and manage client care delivery in the provision of healthcare.
- Interpret, utilize, and adapt government policies and regulatory requirements to enhance fiscally responsible health care delivery.
- Develop culturally and spiritually sensitive care including health promotion and disease prevention in a global environment.
- Demonstrate professional values and behaviors in the practice of nursing and community service involvement.
- Integrate knowledge, skills, and attitudes in providing safe, compassionate care based on current evidence that demonstrates clinical reasoning and ethical values.

The nursing program leads to a bachelor of science in nursing degree (BSN), is approved by the South Dakota Board of Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE) (655 K Street NW Suite 750, Washington, DC 20001; Phone: 202-887-6791). The curriculum combines core liberal arts studies, required related and nursing courses to enhance the student's personal development and to build professional competence.

Through the program of study, a student acquires in-depth knowledge and applies that knowledge to provide basic clinical skills of professional nursing for individuals, groups and communities. The nursing student is introduced to the conduct and utilization of nursing research. The nursing student explores contemporary and ethical issues encountered in practice and is introduced to current technologies in healthcare. Supervised clinical practice begins in the sophomore year and takes place in the simulation laboratory and a variety of acute care and community settings.

Baccalaureate nursing graduates are prepared to work in all areas of nursing and have the foundation to enter graduate school. Graduates are active in pediatric, maternal-infant, medical-surgical, geriatric, mental health, critical care and community health nursing. They are employed in acute, intermediate and long-term care and community settings, as well as nursing education and management roles.

Bridge Program for the RN or LPN

A BSN Bridge Program is available for registered and licensed practical nurses who desire a baccalaureate degree with a major in nursing. Students are required to take a transition course and senior level nursing course credits at Mount Marty University to meet residency and program requirements.

For a registered nurse (RN) student, college credit is transferred for previous nursing courses and experience. That credit is applied toward completing the BSN degree. Validation testing is also available for several nursing courses. Transfer of credit is dependent upon accreditation status of the nursing program from which they earned their RN degree. The RN must meet course requirements for admission including two credits or more of nursing research and a health assessment course and successfully pass NSG-295, Transition into Baccalaureate Nursing before acceptance into the program.

A licensed practical nurse (LPN) student can receive college credit for previous nursing courses and experience. Validation testing is also available for several nursing courses. LPNs must meet course requirements for admission into the nursing major and must successfully complete NSG-295, Transition into Baccalaureate Nursing; NSG-350, Health Assessment; NSG-385, Nursing Research. Other required nursing courses include senior level courses and lower level courses, if not successfully challenged.

Prerequisites for Acceptance into Nursing Major

1. Application to the major is made at the completion of NSG-290. Applications are considered by the BSN Program's Admission and Progression Committee. Requirements for admission include:
 - a. Nursing cumulative GPA (includes all nursing classes and required related courses) of 2.80 and at least a 2.00 or C in each required related course and nursing course; an ACT score of 20 (22 recommended) with a 20 reading sub-score or Test of Essential Academic Skills (TEAS) score at proficiency level or higher.
 - b. Criminal background check based on legal limitations that could prevent them from obtaining a license to practice nursing ("Legal Limitations for the Practice of Nursing"). Applicants identified as being "at risk" in this screening process will be considered by the BSN Program Admission and Progression Committee on an individual basis, with action based on consideration of the safety and welfare of the public;
 - c. Immunizations are required by the BSN Program; "Essential Clinical Eligibility Requirements for Admission to and Continuation in the Nursing Program." (refer to the Nursing Student Handbook).
2. Completion of all related course requirements prior to the beginning of second semester sophomore level courses.
3. BSN Bridge Program students: Registered Nurses are not required to take NSG-210; LPNs are required to take NSG-210 if prior nutrition course work cannot be validated. Complete information on policies related to admission, progression and retention are available from the Nursing Division Office.



Students admitted to Mount Marty University may apply for early, conditional acceptance to the BSN Program if they meet the following criteria: minimum of 3.5 cumulative high school GPA and minimum ACT score of 22 with no subscores lower than 20. Students must successfully complete the prerequisite courses and earn a cumulative GPA of 2.8 in order to maintain early admission status.

Prior to acceptance into the BSN program, student must provide documentation of good general health. Immunizations must be current. All student health records are current, reviewed, monitored, and securely stored by the compliance tracking system contracted by Mount Marty University. Students may be required to submit additional evidence of physical and/or mental health at the time of admission to the program and/or at any time during progression through the program. This evidence must be confirmed by a qualified health professional. Students will sign a health information release form granting the nursing program access to this health information annually while in the program.

Guidelines for Consideration of Application will be as follows:

1. The BSN Admissions and Progression Committee will consider all applicants who apply to the program. Criteria for acceptance includes college GPA, requirements for the nursing major, legal screen, criminal background check, immunization records, completion of prerequisite courses, and Essential Clinical Eligibility Requirements (refer to Appendices of the BSN Student Handbook).
2. Students transferring from other baccalaureate nursing programs into the Mount Marty University BSN Program at the junior and senior level are granted Action Delayed status for one semester. During this time, students are allowed to take nursing course(s). After the semester is completed, their academic status is reviewed and official acceptance into the BSN Program may be granted, as openings in class enrollment allow.
3. Though a personal interview is not required, the faculty reserves the right to request an interview.
4. The student's academic advisor in the BSN program may contact other faculty and staff members, with whom the student has had contact, for information regarding probability of success in the BSN program.
5. The number of applicants to be accepted is contingent upon the availability of both BSN faculty and facilities for clinical experience. Applicants are considered in the following manner:
 - Cumulative GPAs will be rank-ordered in two groups.
 - Students who enroll at Mount Marty University as freshmen
 - Students who transferred into Mount Marty University after their freshman year.Selection of students will be made on the basis of this rank-ordering. Students from the MMU enrolled-as-freshman group, who meet the required cumulative GPA and ACT/SAT scores are taken first. Transfer students are considered next, starting with the highest cumulative GPAs.
 - Preference will be given to students, whether traditional or transfer, who have not had to retake any required related courses.

- Students will receive official written notification of admission status.
- In the event of a tie among two or more students, the following procedure will be followed:
 - Pre-requisite collateral course grades will be reviewed (MTH-150, CHM-101 or CHM-111, BIO-203, BIO-221). The student with the highest cumulative GPA in pre-requisite courses will be accepted.
 - To break any remaining tie, additional and individual predictors may be considered in the following order: ACT (or equivalent SAT), cumulative Mount Marty University GPA, and review of transfer records.
 - Character references may be requested of the students.
- Students will receive official written notification of admission status.

The following applies to students transferring credits to Mount Marty University:

- Students transferring into the BSN program from other academic institutions submit their transcripts and ACT scores (or equivalent) to MMU for evaluation by the registrar and an academic advisor from the BSN program. Transcripts of nursing courses are evaluated on the following criteria: credit being transferred is from an accredited college or university, credit being transferred is from an NLNAC or CCNE-accredited nursing program, and nursing course content is comparable in content, depth, level, and clinical experience to that of the MMU BSN Program.
- Students transferring credits may be asked to submit syllabi and course outlines to assist in the evaluation of the nature and depth of content and to determine allocation of credit hours. The faculty reserves the right to require proof of competency in clinical nursing skills of all transferring students.
- Students transferring into the program from another nursing program, may be required to complete a 1-2 credit Independent Study (NSG-299) which covers material addressing the essential characteristics of the Mount Marty University BSN Program, the expected graduate characteristics of the Mount Marty graduate, clinical nursing skills in which the student is deficient, and other areas that are identified as lacking in all the nursing courses being transferred. The faculty member teaching Nursing 290/292 and the nursing advisor will assess the student needs. NSG-299 will be taught by BSN faculty member assigned by the Dean of Nursing and Health Sciences.

Bachelor of Science in Nursing

Major Course Requirements

| | |
|---------|--|
| NSG 210 | Basic Nutrition |
| NSG 281 | Pharmacology for Nurses |
| NSG 290 | Introduction to Nursing as a Profession I |
| NSG 292 | Introduction to Nursing as a Profession II |
| NSG 311 | The Childbearing Family |



| | |
|---------|--------------------------|
| NSG 321 | Mental Health Nursing |
| NSG 333 | Nursing of Adults I |
| NSG 334 | Nursing of Adults II |
| NSG 335 | Nursing of Children |
| NSG 350 | Health Assessment |
| NSG 360 | Pathophysiology |
| NSG 385 | Nursing Research |
| NSG 471 | Community Health Nursing |
| NSG 480 | Nursing Leadership |
| NSG 482 | Health Care Ethics |
| NSG 488 | Critical Care Nursing |
| NSG 490 | Senior Capstone |
| NSG 491 | NCLEX Preparation |

Related Course Requirements

| | |
|---------|---|
| BIO 203 | Human Anatomy and Physiology |
| BIO 204 | Human Anatomy and Physiology |
| BIO 221 | Introductory Microbiology or higher |
| CHM 101 | Introductory Chemistry I |
| MTH 150 | College Algebra or higher (including Calculus but not Statistics) |
| PSY 101 | Introduction to Psychology |
| PSY 165 | Lifespan Development |
| SOC 100 | Introduction to Sociology |

Other Requirements

- Satisfactory grade is required for all clinical evaluations.
- No grade lower than C is accepted in major or required related courses. Pass/Fail is not an available option for major or required related courses.

Copies of BSN Program policies are available in the BSN Nursing Student Handbook and in the BSN Bridge Program Student Handbook.

PERFORMING ARTS

The Performing Arts major combines long-standing Mount Marty traditions of music and theatre and allows each student the flexibility to follow their passions in the performing arts. Students begin with a core of credits in music and theatre and then each student selects the remaining credits based on their individual interests and goals. Students with technical or performing experience qualify for the program.

Career opportunities for a Performing Arts major include, but are not limited to: positions in professional, community and educational theatre settings as performers, designers, technicians, teachers and directors; vocal or instrumental performers, teachers and conductors; leaders of music and/or drama ministry; event planning; facility management; human resources; activities directors.

Program Outcomes:

- Be able to produce and promote a fully-realized theatre production in a safe and professional environment.
- Be able to lead an instrumental or choral ensemble.
- Be able to communicate, with proper terminology, the processes of music and theatre.
- Gain an understanding of the historical perspective of music and theatre.
- Develop professional networking skills through active participation in opportunities related to their area of interest, including conferences, festivals and internships.

Bachelor of Arts in Performing Arts

Major Course Requirements

| | |
|---------|---|
| MUS 100 | Music Theory |
| MUS 101 | Music Theory |
| MUS 300 | History of Music |
| MUS 301 | History of Music |
| STH 117 | Theatre Practicum (minimum two credits) |
| STH 125 | Introduction to Acting |
| STH 204 | Stagecraft |
| STH 210 | Lighting and Sound Design |
| STH 376 | Theatre History and Literature I |
| MUS 420 | Recital and Research and |
| MUS 485 | Internship (minimum one credit) |
| - or - | |
| STH 490 | Senior Capstone and |
| STH 485 | Internship (minimum one credit) |

Plus an additional 24 credits from:

| | |
|-------------|-----------------|
| MUS 160-172 | Applied Lessons |
| MUS 124-128 | Ensembles |



| | |
|---------|--------------------------------------|
| MUS 200 | Music Theory |
| MUS 201 | Music Theory |
| MUS 203 | World of Music: The American Musical |
| MUS 302 | Music History |
| MUS 308 | Instrumental Conducting |
| MUS 309 | Choral Conducting |
| MUS 315 | Elementary School Music Methods |
| MUS 329 | Liturgical Music |
| MUS 330 | Contemporary Liturgical Music |
| MUS 331 | Hymnody |
| MUS 452 | Methods of Instrumental Instruction |
| MUS 453 | Methods of Choral Instruction |
| STH 201 | Oral Interpretation |
| STH 202 | Creative Dramatics |
| STH 203 | Costumes and Makeup |
| STH 221 | Movement |
| STH 260 | Playwriting |
| STH 319 | Scenery and Props |
| STH 330 | Scenic Painting |
| STH 355 | Shakespeare's Drama |
| STH 361 | Play Directing |
| STH 366 | Stage Management |
| STH 380 | Theatre History and Literature II |
| STH 422 | Drama in the Church |
| STH 435 | Theatre Management |

PHILOSOPHY

Philosophy addresses the fundamental questions humans have pondered throughout history: Does God exist? Do people have souls? What is right and wrong? What is the good life? What is justice? How do we know what is true? In addition, philosophy seeks to clarify and understand concepts that most other disciplines take for granted: time, causation, necessity, will, freedom, knowledge, mind, understanding, etc. Philosophy seeks to explore these questions and concepts by 1) clearly distinguishing between different views and concepts, and 2) giving arguments for and against different positions in order to figure out which positions are closer to the truth. Because of the questions it asks, studying philosophy facilitates one's understanding of the world and one's place in it. In addition, because of its focus on conceptual clarity, argumentative skill, and creative thinking a philosophy minor complements any major, and is especially useful for anyone who intends to pursue graduate or further professional education.

Minor

Minor Course Requirement

Choose 9 credits from the following:

| | |
|---------|--------------------------------|
| BLI 101 | Benedictine Leadership I |
| PHL 201 | Introduction to Philosophy |
| PHL 202 | Philosophy and Popular Culture |
| PHL 203 | Philosophy of Human Nature |
| PHL 204 | Faith, Doubt and Reason |

Choose 8 credits from the following:

| | |
|---------|---|
| PHL 340 | Philosophical Ethics |
| PHL 341 | Knowledge and Reality |
| PHL 350 | Peace and Justice |
| PHL 381 | History of Ancient and Medieval Philosophy |
| PHL 382 | History of Modern and Contemporary Philosophy |
| PHL 490 | Senior Seminar |



POLITICAL SCIENCE

In a global environment that changes every day, an understanding of international, national, and local politics is more important than ever before. From conflicts over the world's natural resources to political realignments at home, politics affects each and every one of us. Upon obtaining a minor in Political Science, the student is better prepared to be a responsible member of society and it provides a background for careers in government, civil service, law and law enforcement and in public relations.

Minor (minimum 18 credits)

Minor Course Requirements

| | |
|---------|----------------------------|
| POS 120 | American Government |
| POS 221 | State and Local Government |
| POS 361 | International Relations |

Choose three courses from the following:

| | |
|---------|----------------------------------|
| BUS 255 | Macroeconomics |
| CJU 133 | Introduction to Criminal Justice |
| POS 322 | Constitutional History and Law |
| POS 346 | U.S. Diplomatic History |
| POS 370 | Korean and Vietnam Wars |
| POS 380 | Recent America: 1932-Present |
| POS 485 | Internship (3 credits) |

PRE-PROFESSIONAL

The mission of the Pre-Professional Program at Mount Marty University is to provide a solid foundation in natural science disciplines (e.g., biology, chemistry, physics) suitable for students who desire to pursue a professional degree in a health-care related field.

The major is a combination of courses offered by the Biology and Chemistry programs that have proven to be best for preparing students for professional schooling. This major prepares students for admission to programs such as medical, dental, optometry, physical therapy, veterinary, and physician's assistant. The successful undergraduate has a wide selection of possible careers upon graduation in addition to professional schooling. They may also elect to pursue their education by entering graduate school in pursuit of a masters or a doctoral degree in the areas of chemistry or biology.

Beyond the course work in the sciences, this program offers experiences in research laboratories and the opportunity to participate in lectures and seminars conducted by various regional, national and professional organizations such as the South Dakota Academy of Science. While pursuing this major, each student will develop an in-depth knowledge of biology and chemistry along with becoming competent in the use of current technologies in both fields. General course requirements within the major and the seminars required of all graduates give the student an opportunity to examine contemporary issues in light of their own value systems and the university's guiding ethical principles.

A key benefit of the program is the high degree of individualized assistance to the student. All of our pre-professional majors get the opportunity to interact with professors in an undergraduate research setting or are exposed to other scientists through off campus research activities. Most of these opportunities are supported with a student stipend. This experience provides an opportunity for the student to present a paper at a state or regional meeting and have an abstract or paper published. Our students are also encouraged to develop relationships with local professionals in their areas of interest and spend hours shadowing or working in a health related setting.

Program Outcomes:

- Students will be able to identify and explain relationships between form and function of biological structures at the molecular, cellular, and organismal level.
- Students will be able to locate and evaluate various types of scientific information including primary research articles, mass media sources, and internet information.
- Students will be able to recognize and apply basic ethical principles to biological practices and understand the role of scientists and biological science in society.
- Students will be able to demonstrate an understanding of how organisms interact with one another and with their environment.
- Students will be able to demonstrate an understanding of the fundamental biological processes of metabolism, homeostasis, growth, reproduction, development, genetics, and whole organism physiology.



Bachelor of Arts

Major Course Requirements

| | |
|-------------|---------------------------------|
| BIO 111 | General Biology I |
| BIO 203 | Human Anatomy and Physiology I |
| BIO 204 | Human Anatomy and Physiology II |
| BIO 320 | Microbiology |
| BIO 364 | Cell and Molecular Biology |
| BIO | Elective |
| BIO 490 | Senior Seminar |
| CHM 111 | General Chemistry I |
| CHM 112 | General Chemistry II |
| CHM 231 | Organic Chemistry I |
| CHM 232 | Organic Chemistry II |
| CHM 341 | Analytical Chemistry |
| CHM 364 | Biochemistry |
| CHM 490 | Senior Seminar |
| BIO/CHM 498 | Research |
| MTH 209 | Calculus I |
| MTH 219 | Elementary Statistics |
| PHY 221 | Principles of Physics I |
| PHY 222 | Principles of Physics II |

Choose one of the following courses:

| | |
|---------|---------|
| BIO 240 | Botany |
| BIO 241 | Zoology |

Forensic Science Emphasis (optional)

Emphasis Requirements

| | |
|---------|----------------------------------|
| CJU 133 | Introduction to Criminal Justice |
| CJU 236 | Criminal Investigation |
| CJU 436 | Criminalistics |
| CJU 460 | Criminal Law |
| CJU 475 | Criminology |



PSYCHOLOGY

In line with the mission of Mount Marty University, the psychology major helps students develop a critical understanding of the field of psychology and human behavior, appreciate the role psychology plays in shaping society and be prepared for graduate training or employment.

Program Outcomes:

- Students will describe key concepts, principles, and overarching themes in psychology and develop a working knowledge of psychology's content domains.
- Students will demonstrate psychological information literacy.
- Students will apply ethical standards to evaluate research and social behavior.
- Students will demonstrate effective writing and exhibit effective presentation skills.
- Students will interpret, design, and conduct basic psychological research.
- Students will apply psychological principles to service learning and internship experiences.

Bachelor of Arts

Related Course Requirements

| | |
|---------|--|
| PSY 100 | Introduction to the Human Service Profession |
| PSY 101 | Introduction to Psychology |
| PSY 165 | Lifespan Development |
| PSY 275 | Experimental Methods I |
| PSY 276 | Experimental Methods II |
| PSY 310 | Service Learning (one credit) |
| PSY 341 | Introduction to Counseling |
| PSY 370 | Social Psychology |
| PSY 372 | Personality Theory |
| PSY 376 | Physiological Psychology |
| PSY 382 | Memory and Cognition |
| PSY 452 | Psychological Testing and Measurement |
| PSY 454 | History and Systems of Psychology |
| PSY 485 | Internship (minimum three credits) |
| PSY 490 | Senior Seminar |
| PSY 498 | Senior Research |

Choose four courses (minimum of 12 credits) from the following:

| | |
|---------|--|
| PSY 225 | Foundations of Group Dynamics |
| PSY 316 | Health Psychology |
| PSY 317 | Sport Psychology |
| PSY 340 | Chemical Dependency and Human Behavior |
| PSY 342 | Introduction to Alcoholism |
| PSY 343 | Introduction to Group Counseling |
| PSY 346 | Ethics for the Human Service and Chemical Dependency |



| | |
|---------|----------------------|
| | Professional |
| PSY 374 | Abnormal Psychology |
| PSY | Any other PSY course |

Related Course Requirements

| | |
|---------|-----------------------|
| MTH 219 | Elementary Statistics |
|---------|-----------------------|

Minor

Minor Course Requirements

Choose 18 credits from the following:

| | |
|---------|--|
| PSY 101 | Introduction to Psychology |
| PSY 165 | Lifespan Development |
| PSY 225 | Foundations of Group Dynamics |
| PSY 316 | Health Psychology |
| PSY 317 | Sport Psychology |
| PSY 341 | Introduction to Counseling |
| PSY 343 | Group Counseling |
| PSY 346 | Ethics for the Human Service and Chemical Dependency Professional |
| PSY 370 | Social Psychology |
| PSY 372 | Personality Theory |
| PSY 374 | Abnormal Psychology |
| PSY 376 | Physiological Psychology |
| PSY 382 | Memory and Cognition |
| PSY 452 | Psychological Testing and Measurement |
| PSY 454 | History and Systems of Psychology |
| PSY | Selected Topics |
| PSY | Independent Study |

RADIOLOGIC TECHNOLOGY

Radiologic technologists, also called x-ray technicians or radiographers, perform medical imaging and use radiation for medical diagnosis and treatment. Completion of a formal education in radiologic technology is required for entry into the field. Education in radiologic technology ranges from certificate programs to master's degrees, and a student's chances of employment and advancement are enhanced with increasing levels of education.

Mount Marty University offers students a unique method for earning a Bachelor of Science in radiologic technology. Students fulfill their general education requirements and acquire a foundation of science courses at Mount Marty University. Then, students complete their radiologic technology training at a Joint Review Committee on Education in Radiologic Technology approved School of Radiologic Technology from which they will typically receive either a certificate or an associate's degree.

Program Outcomes:

- Develop an in-depth knowledge of the field
- Become competent in the use of current technologies
- Have the opportunity to apply Mount Marty University's guiding moral and ethical principles to contemporary issues in the practice of radiologic technology.

Prerequisites for Program Acceptance

The student must have attained a cumulative GPA of 2.5 after completion of 68 credits.

Bachelor of Science

Major Course Requirements

| | |
|---------|---------------------------------------|
| RAD 101 | Introduction to Radiologic Technology |
| RAD 485 | Clinical Internship (60 credits) |

Related Course Requirements

| | |
|---------|---------------------------------|
| BIO 101 | General Biology I |
| BIO 202 | Medical Terminology |
| BIO 203 | Human Anatomy and Physiology I |
| BIO 204 | Human Anatomy and Physiology II |
| MTH 150 | College Algebra (or higher) |

Choose one of the following courses:

| | |
|---------|--------------------------|
| CHM 101 | Introductory Chemistry I |
| CHM 111 | General Chemistry I |

Choose one of the following courses:

| | |
|---------|---------------------------|
| CHM 102 | Introductory Chemistry II |
| CHM 112 | General Chemistry II |



Recommended courses:

PHY 221 Principles of Physics I
PHY 222 Principles of Physics II

RECREATION MANAGEMENT & TOURISM

The Mount Marty University Recreation Management and Tourism department develops students with the knowledge and ability to be successful in local, state, and federal recreational programs and careers of all kinds. The department uses a comprehensive approach to allow students to grow professionally in their field of study and be successful in many aspects of personal growth.

While pursuing a Recreation Management and Tourism major, the student develops the knowledge and ability to be successful in community, state and federal recreation programming. The student will also acquire a sufficient business foundation to enter a variety of starting positions for many commercial recreation corporations. With comprehensive career training through internship opportunities, outdoor class experience and classroom learning, the student will be competitive in many entry-level positions in recreation and business fields.

Program Outcomes:

- Students will be able to plan, design, implement, and evaluate recreation programming for general and diverse populations in the recreation and tourism industry.
- Students will be able to apply the concepts, principles, and procedures of management, marketing, finance, and human resource management to advance the mission of recreation and tourism organizations.
- Students will be able to articulate the professional history and ethical practices when engaging in tourism and recreation experiences.
- Students will demonstrate concepts of recreation management and business administration as it is applied in various recreation settings and facilities at private, city, state, and federal levels.
- Students will understand legal issues related to establishing and operating recreation and tourism organizations.

Bachelor of Arts

Major Course Requirements

| | |
|---------|---|
| REC 101 | Introduction to Recreation, Sports and Tourism Management |
| REC 212 | Biking and Hiking |
| REC 213 | Small Crafts |
| REC 214 | Skiing |
| REC 223 | Community Recreation, Sports and Tourism |
| REC 225 | Parks and Sports Facility Management and Maintenance |
| REC 341 | Camping/Outdoor Recreation |
| REC 345 | Commercial Recreation, Sports and Tourism |
| REC 382 | Adapted Recreation |
| REC 485 | Internship (minimum of three credits) |

Related Course Requirements

| | |
|---------|--------------------------|
| ACC 120 | Accounting I |
| BUS 125 | Introduction to Business |
| BUS 215 | Business Communication |



| | |
|---------|-------------------------------|
| BUS 225 | Principles of Marketing |
| BUS 231 | Principles of Management |
| BUS 335 | Human Resource Management |
| BUS 372 | Legal Environment of Business |
| PED 217 | First Aid & CPR |

Sports Management Concentration (optional)

| | |
|---------|---|
| EXS 254 | Sports First Aid/Prevention & Care of Athletic Injuries |
| EXS 310 | Nutrition of Sport and Exercise |
| PED 200 | Fundamentals of Coaching |
| PED 211 | Individual/Dual Sports I |
| PED 212 | Individual/Dual Sports II |
| PED 213 | Team Sports I |
| PED 214 | Team Sports II |
| PED 226 | Strength and Functional Conditioning |
| PED 440 | Organization and Administration of Physical Education and Athletic Programs |
| PSY 317 | Sport Psychology |

SOCIOLOGY

The human experience, in this, the first quarter of the twenty-first century, is one that is almost without historical precedent. Technological marvels unimagined a century ago are now the order of the day. These technological innovations allow individuals to move themselves, goods and even their ideas at a speed that would have seemed impossible a hundred years past. The rapid pace of change found within today's society affects all of us, and as such, demands further study. Sociology provides a foundation from which the student will become better aware of the ways in which society affects the individual and how individuals affect society.

Minor

Minor Course Requirements

| | |
|---------|---------------------------|
| PSY 370 | Social Psychology |
| SOC 100 | Introduction to Sociology |
| SOC 202 | Marriage and Family |
| SOC 480 | Sociological Theory |

Choose two courses from the following:

| | |
|---------|--------------------------------------|
| SOC 225 | Foundations of Human Relations |
| SOC 340 | Chemical Dependency & Human Behavior |
| SOC 341 | Introduction to Counseling |
| SOC 342 | Introduction to Alcoholism |
| SOC 343 | Introduction to Group Counseling |
| SOC 360 | Minority Studies |
| SOC 377 | Human Relations |
| SOC 444 | Juvenile Delinquency |
| SOC 485 | Internship (three credits) |
| SOC 498 | Independent Research (three credits) |



SPANISH

The study of a modern language helps students understand and develop their own language as well as appreciate the languages and cultures of others. Such skills are increasingly important, particularly for students interested in serving diverse communities. Developments in immigration and international trade have made the study of foreign languages imperative. There is a need for students in the medical fields, in social services and in other helping professions to learn to communicate with the large numbers of Spanish-speaking people in the United States.

This program offers a minor in Spanish, which allows students to develop practical proficiency, as well as an informed cultural perspective. Course work enables students to understand, speak, read and write Spanish as well as articulate an understanding of the literature and culture of Spain and Latin America.

Minor

Minor Course Requirements

Choose 21 credits from the following:

| | |
|---------|--|
| SPN 101 | Elementary Spanish I |
| SPN 102 | Elementary Spanish II |
| SPN 203 | Intermediate Spanish I |
| SPN 204 | Intermediate Spanish II |
| SPN 205 | Spanish Readings and Grammar |
| SPN 360 | Advanced Composition and Conversation |
| SPN 361 | Survey of Spanish Culture and Literature |
| SPN 369 | Applied Spanish |
| SPN 387 | Spanish Art, Literature and Life |
| SPN 388 | Spanish Civilization and Culture |



THEATRE

A theatre minor will equip a student with foundational elements and experiences necessary to be successful in teaching and or directing theatre in an educational or non-educational setting.

Through active participation in theatre production and coursework students will learn the importance of leadership, collaborating as a team, critical thinking, problem solving, project management, hard work, as well as presentation and communication skills.

Minor

Minor Course Requirements

STH 125 Introduction to Acting

STH 204 Stagecraft

STH 361 Play Directing

Choose eight credits from any STH courses with the exception of Speech Communications.

***Education students interested in an endorsement in Drama/Theatre should choose the following two courses to satisfy five of the required eight electives.**

STH-100 Theatre Appreciation

STH-117 Theatre Practicum



THEOLOGY

The Theology and Philosophy department seeks to assist students' personal growth and sense of community by facilitating their examination of Catholic and Christian traditions using reflective dialogue between faith and reason.

The Theology program includes a variety of courses designed to assist students in examining their own religious beliefs and practices, and understanding Christianity, Catholicism, and other religious traditions. Pursuing a major helps students develop analytic skills and problem-solving abilities. Mount Marty University is the only Catholic institution in South Dakota where students can obtain a major complete with both broad content foundations and supervised field experience.

Program Outcomes:

- Students will understand the religious dimensions of human experience, history, and cultures.
- Students will critically analyze religious expressions in sacred texts, ritual practices, and moral theology.
- Students will respect cultural and religious diversity in local and global contexts.
- Students will appreciate the relationship between religious commitment and efforts to address injustice in community.
- Students will recognize the ways in which the Catholic Benedictine Christian tradition addresses the fundamental questions of human existence.

Prerequisite for Program Acceptance

Cumulative GPA of 2.7 after three semesters of college courses.

Bachelors of Arts

Major Course Requirements

| | |
|---------|-------------------------------|
| THL 125 | Wisdom of Benedict |
| THL 250 | The Old Testament |
| THL 251 | The New Testament |
| THL 280 | Introduction of Theology |
| THL 301 | Catholic Moral Theology |
| THL 330 | Jesus the Christ |
| THL 332 | Catholic Symbol and Sacrament |
| THL 361 | History of Christianity |
| THL 490 | Senior Project |

Choose one of the following courses:

| | |
|---------|----------------------|
| THL 321 | Synoptic Gospels |
| THL 322 | Johannine Literature |

Choose one of the following:

- THL 324 Exodus/Sinai Narratives
THL 325 OT Prophets and Prophecy

Choose one of the following courses:

- PHL 381 History of Ancient & Medieval Philosophy
PHL 382 History of Modern & Contemporary Philosophy

Choose six credits from the following, not taken above:

- THL 230 Biblical Studies
THL 260 Vatican Council II – The Church in Transition
THL 261 Understanding the Catholic Faith
THL 270 World Religions
THL 321 Synoptic Gospels
THL 322 Johannine Literature
THL 324 Exodus/Sinai Narratives
THL 325 OT Prophets and Prophecy
THL 334 Christian Marriage and Family
PHL 350 Peace and Justice

Choose one Philosophy course

An Independent Study or Special Topics course may be used upon departmental approval.

Related Course Requirements

- BLI 101 Benedictine Leadership I
BLI 201 Benedictine Leadership II

Choose three courses in Psychology and Sociology, to include at least one course in each area.

Additional Requirement

Intermediate proficiency in a second language.

Minor

Minor Course Requirements

Choose 17 credits from the following:

- BLI 201 Benedictine Leadership II
THL 230 Biblical Studies
THL 250 The Old Testament
THL 251 The New Testament
THL 260 Vatican Council II – The Church in Transition
THL 261 Understanding the Catholic Faith
THL 270 World Religions
THL 280 Introduction of Theology
THL 301 Catholic Moral Theology
THL 321 Synoptic Gospels
THL 322 Johannine Literature
THL 324 Exodus/Sinai Narratives
THL 325 OT Prophets and Prophecy



| | |
|---------|-------------------------------|
| THL 330 | Jesus the Christ |
| THL 332 | Catholic Symbol and Sacrament |
| THL 334 | Christian Marriage and Family |
| THL 361 | History of Christianity |
| THL 490 | Senior Project |

COURSE DESCRIPTION

ACC 120 | Accounting I | 4 credits

The fundamentals of accounting theory and practice are developed through a study of the accounting cycle of a sole proprietorship and partnership. The student will gain skills useful in the recording, presenting and interpretation of financial data and the compilation and analysis of financial statements.

ACC 121 | Accounting II | 4 credits

This is the continuation of Accounting I. The student will gain skills in the application of special accounting procedures in corporate and managerial accounting, including costing, budgeting and responsibility accounting. Prerequisites: ACC 120.

ACC 240 | Intermediate Accounting I | credits

The course provides for the development of in depth knowledge in accounting theory and practice. The student will study current trends and variations in corporate accounting procedures. The topics covered will include assets and equities, investments and inventory evaluation and fixed asset transactions. Prerequisites: ACC 121.

ACC 241 | Intermediate Accounting II | 4 credits

In this continuation of Intermediate Accounting I, the student will gain knowledge in policies and problems of leasing, pensions, long term debt, the fund statement and shareholder procedures. Prerequisites: ACC 240.

ACC 320 | Managerial Accounting | 3 credits

Contents of this course involve job cost, process cost and standard cost systems: application of overhead rates and department cost allocation, integrated cost systems and cost control. Prerequisites: ACC 121.

ACC 325 | Federal Taxation I | 3 credits

Current tax legislation, particularly the Internal Revenue Code and Regulations, is included in this course with major emphasis on the preparation of tax returns for individuals and small firms. Prerequisites: ACC 121.

ACC 326 | Federal Taxation II | 3 credits

The student continues the studies of federal taxation. In addition, the student participates in a volunteer income tax program. Prerequisites: ACC 325.

ACC 327 | Tax Clinic | 1 to 3 credits

Students will focus on the application of the Federal Tax Code as it applies to individual taxpayers through the preparation of individual income tax returns for members of the community. Prerequisites: ACC 325.

ACC 340 | Accounting Systems | 3 credits

Accounting Systems is a course that studies the development and controls involved in accounting information systems. Prerequisites: ACC 121 and CIS 125.

ACC 360 | Auditing | 3 credits

A detailed study of procedures, standards, techniques, internal control programs and working papers is presented in this course. Prerequisites: ACC 240 and MTH 219.

ACC 485 | Internship & Professional Development | 1 to 12 credits

The student will gain experience in accounting fields on a part time or full time basis. Pass or unsatisfactory grades only.

AMT 125 | Commonalities of the Arts | 3 credits

Students will increase their understanding of common art elements forming in art, music and theatre and thereby learn to formulate a personal response of increased appreciation



and intelligent evaluation of significant artistic works. Students will be expected to visit and attend artistic functions and participate in such activities while at Mount Marty University. Accomplishment of the desired outcomes will be exhibited in material selected for an individual portfolio inclusive of seven focused papers reflecting critical and creative thought pertaining to its content.

ART 100 | Design I | 2 credits

Design I is a course in two dimensional design including color theory. Note: ART 100 is a three credit hour course at auxiliary campus.

ART 102 | Design II | 2 credits

Students in Design II will study three dimensional design or sculpture.

ART 111 | Ceramics I | 2 to 4 credits

This course involves a study of various techniques in clay including hand built and wheel thrown pottery, glazing methods and firing.

ART 112 | Beginning Stained Glass | 2 credits

This course provides introductory information and skills for the fine art of stained glass. Instruction includes historical information, basic skills and techniques including: beginning glass cutting, shaping, design, working with patterns and soldering using the copper foil (Tiffany) method. Students will complete a stained glass project.

ART 113 | Beginning Leaded Glass | 2 credits

This course includes information and skills development for the fine art of leaded glass. Traditional methodology includes designing patterns, cutting and fitting lead, joining lead joints and assembly. Finishing techniques using putty and patina will be used to complete projects.

ART 114 | Beginning Mosaics | 2 credits

Instruction will include the basics of stained glass cutting and historical information on the legacy of mosaics in churches from the Sumerians to the Modern Contemporary world. Students will learn the process of creating a mosaic piece: pattern, design and cutting glass or tiles, tile layout substrates and grouting. Students will work in the studio to complete a glass mosaic project of no less than 500 pieces.

ART 120 | Calligraphy I | 2 credits

Historical background of letters and formal and informal handwriting with special emphasis on the italic style.

ART 150 | Drawing and Painting | 2 to 4 credits

This is a basic course on drawing and painting for beginners. The semester starts with basic techniques in realistic drawing followed by painting techniques.

ART 211 | Ceramics II | 2 to 4 credits

This course features advanced work in ceramics with experience in glaze making. Prerequisites: ART 111.

ART 215 | Sculpting | 3 credits

Students will gain experience in three dimensional forms of art including clay, plaster, wood and assemblage in this course.

ART 225 | Printmaking/Papermaking | 3 credits

This course starts with exploration of the elements of line, shape, color, texture and the principles of design (unity, proportion, balance, repetition and rhythm) through the production of paper and prints.



ART 230 | Photography | 2 to 4 credits

Students will concentrate on the fundamentals of black and white photography. This is a studio course which emphasizes camera use and darkroom techniques including composition, developing, enlarging and printing.

ART 240 | Elementary School Art Education | 2 credits

The primary focus of this course is on discipline based art education which incorporates art appreciation, art history, aesthetics and studio production in the teaching of art at an elementary level.

ART 250 | Art Appreciation | 3 credits

This course offers a comprehensive look at the historical context of art in the Western World. Visual elements of art and the principles of design will be explored in the study of two and three dimensional art forms.

ART 260 | Art & Architecture in Europe | 3 credits

This course engages the student in an intensive trip to several European countries to study the art, architecture, culture and history of these countries. On campus classes are held during the fall semester in preparation for this experience. Follow up sessions are held in the spring. The itinerary varies from year to year.

ART 300 | Painting II | 2 to 4 credits

In this studio course, the student will build, plan and implement their own oil painting canvases and projects.

ART 330 | Scenic Painting | 2 credits

Stir the paint, select a brush and try your hand at a variety of techniques of painting for the stage. Color theory, mixing, texture and alternative materials will be discussed and used to provide the basis for in class work.

BIO 106 | Introduction to the Life Science | 4 credits

Introductory biology course for the non science major. This course provides an introduction into scientific inquiry, biological organization, ecology, cell biology and structure/function of human body systems. Lecture and laboratory.

BIO 107 | Introduction to Life Science II | 4 credits

This course is best suited for students who have chosen a non science major. Included in this segment of Life Science are the subjects of nonliving infectious agents, taxonomy, the six kingdoms of living organisms, evolution and genetics. Lecture and laboratory.

BIO 111 | General Biology I | 4 credits

Introductory course for those majoring in science. Topics covered include cell biology, mitosis/meiosis, energetics, genetics, heredity, and evolution. Lecture and laboratory.

BIO 112 | General Biology II | 4 credits

Introductory course for those majoring in science. Topics covered include evolution, speciation, biodiversity, structure and function, and ecology. Lecture and laboratory.

BIO 202 | Medical Terminology | 2 credits

The study of basic medical terminology. Prefixes, suffixes, word roots, combining forms, special endings, plural forms, abbreviations and symbols are included in the content. Emphasis is placed on spelling, definition and usage.

BIO 203 | Human Anatomy & Physiology I | 4 credits

This course includes concepts related to the structure and function of the human body. Topics covered include the anatomical structure and physiology of skeletal, nervous and muscular systems. Lecture and laboratory. Prerequisites: BIO 111 or BIO 221 and take 1 of the following 2 courses: CHM 101 or CHM 111.



BIO 204 | Human Anatomy & Physiology II | 4 credits

A continuation of BIO 203. Topics covered include endocrine, digestive, respiratory, urinary and reproductive systems. Lecture and laboratory. Prerequisites: BIO 203.

BIO 205 | History of Life | 4 credits

This course offers the study of the origin, evolution and diversification of biological life on this planet. This class seeks to enable students to join together an understanding of major biological concepts such as evolution, extinction and adaptation with earth science ones like climate change, continental drift and the fossil record. Lecture and laboratory.

BIO 221 | Introductory Microbiology | 4 credits

Introductory microbiology course for nursing majors. Topics include cell structure and function, evolution, microbial diversity, metabolic pathways, genetics, ecology and microbial interactions with humans. Lecture and laboratory. Prerequisites: CHM 101 or CHM 111.

BIO 223 | Wildlife Biology | 4 credits

This course is recommended for students interested in any interaction with wild animals, for instance as conservation officers, park managers, wildlife biologists, and a variety of environmental sciences. Students will learn about the evolution, characteristics, and lifestyles of vertebrates. They will experience local fish and wildlife through outdoor laboratories. Lecture and laboratory.

BIO 240 | Botany | 4 credits

The study of organization and function in plants from the cellular to the whole plant level. Topics emphasized include photosynthesis, plant phylogeny, plant reproduction, nutrient uptake and translocation, and hormonal and environmental control of plant development. Lecture and laboratory. Prerequisites: BIO 111 or HRT 100.

BIO 241 | Zoology | 4 credits

Zoology is the study of animal life, from single celled to complex, multicellular creatures. Students are introduced to the different phyla of multicellular animals with a focus on comparing structural, functional, reproductive, life history, and ecological differences in an evolutionary context. Lecture and laboratory. Prerequisites: BIO 111 and CHM 112.

BIO 261 | Ornithology | 4 credits

This field course will focus on the anatomy, physiology, ecology, evolution and conservation of birds. Considerable emphasis will be placed on identification and systematics of local species. Lecture and laboratory. Prerequisites: BIO 241.

BIO 270 | Ichthyology | 4 credits

This field course will focus on the evolution, anatomy, physiology, ecology, and conservation of fish. Considerable emphasis will be placed on identification and systematics of local species. Lecture and laboratory. Prerequisites: BIO 241.

BIO 298 | Early Research Experience | 1 credit

This one credit elective course, aiming to provide a platform for students who do not meet the prerequisite of CHM/BIO 498 (i.e. a more advanced independent research course) to engage in early research experience. This course requires an investigation of a hypothesis based topic. The research work is selected and carried out under the direction of the instructor. It involves a literature review of the area of endeavor, establishment of hypothesis, experiment design to test the hypothesis, data collection and result analysis. A research summary is required as the product of the research experience.

BIO 302 | Immunology | 4 credits

An introduction to the basic principles of immunology. Topics include cellular and molecular immunology, types of immune reactions and immunological disorders. Lecture and laboratory. Recommended: BIO 203 and BIO 364 Prerequisites: BIO 111 and CHM 112.



BIO 310 | Ecology | 4 credits

This course provides an examination of ecological principles that pertain to terrestrial populations, communities, ecosystems, biomes and the biosphere. Lecture and laboratory. Prerequisites: BIO 111 and BIO 112.

BIO 318 | Evolution | 4 credits

This course focuses on mechanisms of evolutionary change, at all levels of organization from genes to populations. We will look at how natural selection interacts with genetic and population processes to adapt organisms to environments and to create biological diversity. Lecture and laboratory. Prerequisites: BIO 111 and BIO 112.

BIO 320 | Microbiology | 4 credits

Microbiology course for those majoring in science. Topics include microbial cell structure and function, evolution, microbial diversity, metabolic pathways, genetics, ecology and microbial interactions with animals and plants. Lecture and laboratory. Prerequisites: BIO 111 and BIO 112 and CHM 112.

BIO 330 | Genetics | 4 credits

This course offers an introduction to the principles of classical Mendelian genetics, chromosomes, genomes, DNA replication, transcription, translation, and the principles and techniques of modern molecular genetics. Lecture and laboratory. Prerequisites: BIO 111 and CHM 112.

BIO 350 | Comparative Anatomy | 4 credits

This course is a one semester Vertebrate Anatomy class, emphasizing both comparative and Human Anatomy. Students will become familiar with the structure and function of major organ systems through lecture and hands on laboratory exercises. Recommended: BIO 204 Lecture and laboratory. Prerequisites: BIO 112.

BIO 361 | Developmental Biology | 4 credits

This course explores the fundamental concepts and mechanisms that regulate development from formation of germ cells, fertilization, embryonic development through formation of adult organism, senescence, and death of the organism. Lecture and laboratory.

BIO 364 | Cell and Molecular Biology | 4 credits

This course involves the study of the structure and function of cells. Topics covered include basic cell structure, membrane structure and function, the endomembrane system and cell trafficking, cell cytoskeleton and signaling, DNA replication, transcription and translation, respiration and photosynthesis. Lecture and laboratory. Prerequisites: BIO 111 and CHM 112.

BIO 490 | Seminar | 1 credit

This course is designed to give the student an opportunity to carry out a careful review of the literature on a topic of the student's choice, to write out an abstract and paper on that topic and to present the information in an oral report to the natural science faculty and students. Prerequisites: BIO 111 and CHM 112.

BIO 498 | Research | 1 to 4 credits

This course requires an investigation (on or off campus) of a hypothesis concerning a biological topic. The work is selected and carried out under the direction of a biology faculty member. It involves a literature review of the area of the endeavor and selected laboratory experiments designed to test the hypothesis. Prerequisites: BIO 111 and CHM 112.

BLI 101 | Benedictine Leadership I | 3 credits

Benedictine Leadership I introduces students to the framework of Salvation History, understood through the lens of the Catholic Benedictine tradition. The course draws from classical and contemporary leaders and thinkers of several traditions: Greek antiquity, Judaism, the Catholic Benedictine tradition, and contemporary Christianity. Inquiry into these traditions supports active student exploration of the Great Question: Who Am I? Students will encounter a philosophical and theological framework in order to explore the



question of identity through close reading and interactive discussion. They will learn to apply this framework to their own world as they relate the ideas offered in these texts to the problems and proposed solutions confronting us today. A diverse reading list will include selections from philosophers like Socrates and Plato, theologians like Augustine and Aquinas, literary figures like Flannery O'Connor and modern leaders from Martin Buber to Jennifer Fulwiler.

BLI 201 | Benedictine Leadership II | 3 credits

Benedictine Leadership II continues the study begun in BLI 101 by extending that study into the theological and philosophical foundations of Christian anthropology. Through studying Christian anthropology, students will explore the Great question: Who Am I in Community? Students will continue to work within the philosophical and theological framework developed in BLI 101 to explore this question through the close reading and interactive discussion of great texts and thinkers. Students will learn to apply this framework to their contemporary world as they relate the ideas offered in these historical texts to the social problems and solutions confronting us today. A diverse reading list will include selections from philosophers, theologians, scientists, political theorists, economists, literary giants, and artists. Prerequisites: BLI 101.

BLI 401 | Benedictine Leadership Capstone | 1 credit

This course is designed to bring students together to solidify and share their respective Benedictine journeys. Each student will complete a capstone project (a substantial essay, or a series of writings, or a substantial portfolio of artistic productions, or a business plan, etc.) and present it to faculty members of the student's majors and minors, at least one PHL/THL faculty member, and other interested parties. The course asks the student to consider the question, "Who will I choose to be in this world?" The project will demonstrate not only knowledge in various aspects of the chosen major but also integration of Benedictine spirituality and the ability to communicate effectively such knowledge orally as well visually and/or in writing. Prerequisite: satisfaction of BLI requirements for chosen major. Prerequisites: BLI 201.

BUS 125 | Introduction to Business | 3 credits

This course provides a comprehensive overview of the major business and accounting functional areas. Skills inventories will be administered to freshman business students to aid in matching their talents and interests with the appropriate accounting or business area.

BUS 215 | Business Communications | 3 credits

This course focuses on the improvement of writing skills to facilitate effective written communication in the workplace. Topics include purposes of written business communication; intensive review of the rules governing written communication; and the planning, organizing and editing of effective business letters, memos and reports.

BUS 225 | Principles of Marketing | 3 credits

In this course the student will examine the policies and problems concerned with the flow of goods and services to the consumer. This course includes the study of pricing, advertising, consumer behavior and the distribution of products.

BUS 231 | Principles of Management | 3 credits

Student will study the process of achieving results through efficient utilization of human and material resources. Analysis of managerial functions, planning, organizing, influencing and controlling are covered in this course.

BUS 255 | Macroeconomics | 3 credits

This course involves the study of the economy as a whole including national policy issues; government and business; national income analysis; monetary and fiscal policy.

BUS 256 | Microeconomics | 3 credits

This course involves the study of individual market interactions with a concentration on the efficient allocation of resources among firms, industries and consumers.



BUS 269 | Personal Finance | 3 credits

The student will study personal financial management as it applies to budgets, savings, credit, insurance and investments, including real estate fundamentals.

BUS 270 | Management Information Systems | 3 credits

This course provides an introduction to management information systems (MIS). The topics covered will include major MIS concepts, hardware configurations and common software applications that support enterprise data collection and information assessment across the functional areas of a business enterprise. The course will focus on the use of business information systems in addressing and solving operational, tactical and strategic issues.

Prerequisites: CIS 125.

BUS 327 | Money and Banking | 3 credits

This course is designed to introduce the fundamentals of the banking system and the interplay of the Government's regulatory environment and the banking industry. In addition, we will examine the Federal Reserve's monetary policies and Congress's fiscal policies and their respective impact on the banking system. We will also look at the day to day movements in financial markets and examine the international economic forces which impact banking.

BUS 332 | Sales | 3 credits

Selling is not merely about selling cars, furniture, or real estate. It is a form of rhetoric that persuades another to take action at a cost to themselves. It is an essential tool for nurses, teachers, business people, politicians, and even theologians. A challenging reality is that whether we like it or not, we are continually selling. We are trying to help others and provide solutions that will help them. We want healthy ideas accepted. We want people to "buy in" to our proposals. In business, nothing can happen unless a customer agrees to pay for our product or service. Being able to sell those ideas or services is essential. This class is a practical training on sales for the real world, supplemented by the Catholic Benedictine ethical consideration of how and when to use the ability to sell. We will use the tried and tested Cardone University Sales Training Classes and supplement them with in class role playing and instruction with a live professor. Students will both learn how to sell and when to sell.

BUS 333 | Advertising | 3 credits

In this course each student studies advertising from historical, economic, ethical, psychological and artistic perspectives. Every student plans, designs and creates print advertisements and advertising campaigns. Prerequisites: BUS 225.

BUS 335 | Human Resource Management | 3 credits

This course involves the study of principles of personnel administration and the responsibilities of the personnel function within an organization. Emphasis is placed on procurement, selection, training, supervision, job analysis and utilization of work forces. Prerequisites: BUS 231.

BUS 336 | International Business | 3 credits

Various aspects of traditional business theory will be covered from an international perspective. Topics will include the impact of the European Economic Community, international monetary systems and the impact of political and social changes.

Prerequisites: BUS 231.

BUS 345 | Health Care Management/Administration/Leadership | 3 credits

This course will provide an overview of the health care system in the United States. The course focuses on important issues in health care management such as ethics, cost management, strategic planning and marketing, information technology and human resources. Prerequisites: BUS 231.



BUS 357 | Bank Management | 3 credits

Bank Management is an in depth study of banking institutions, with special emphasis on commercial banks and their connection to the Federal Reserve System. The course will look at risk management in the changing regulatory environment and the ever changing financial environment.

BUS 370 | Corporate Finance | 3 credits

This course involves the study of procurement and utilization of funds for a business. Included is a study of securities, capital and income management and procedures for obtaining short, intermediate and long term funds. Prerequisites: ACC 121 and take 1 of the following 2 courses: MTH 150 or MTH 219.

BUS 372 | Legal Environment of Business | 3 credits

This course offers an introduction to law and to the legal aspects of common business transactions: contracts, agencies, personal property and bailments, sales and commercial paper.

BUS 380 | Entrepreneurship | 3 credits

This course provides an overview of small business entrepreneurship and reviews the process of establishing a small business. Students will cover opportunities, planning, start up, risk, financing, marketing and growth and will also prepare a formal business plan.

BUS 383 | Corporate Innovation and Entrepreneurship | 3 credits

Not all entrepreneurs start out on their own as entrepreneurs. Most spend time working for someone, in a company, or in an institution or other entity. Even those in large institutional settings, government, academia, or nonprofits can benefit from an entrepreneurial mindset. Innovation is valuable in all settings. In addition, often those in established companies and institutions discover problems that are best resolved via spin off companies. Finally, many work for other companies as their “day job” while developing other businesses and or investment opportunities. These individuals need to understand how to grow the side business without conflicting with their employer as well as when the timing is right to part from their employer, preferably on good terms. This course will consider the possibilities above and provide students with the tools and mindset to succeed wherever they find themselves.

BUS 390 | Business Ethics/Community Service | 3 credits

The student will develop an awareness and understanding of ethics in a business setting. Each student will participate in a community service project through various agencies, service organizations or churches. Prerequisites: BUS 231.

BUS 412 | Production/Operations Management | 3 credits

An overview of the production and operation systems common to all types of business organizations is reviewed, including basic problems in the production of goods and services and modern strategies for planning and controlling operations. Prerequisites: MTH 219.

BUS 420 | Health Care Finance | 3 credits

This course will focus on an introduction to the financial management of health care organizations. Emphasis will be placed on health care reimbursement, financial analysis, financial statements, financial information and decision making and accounting/monetary control of the health care industry. Prerequisites: BUS 345 and MTH 150.

BUS 430 | Health Care Delivery Systems and Management | 3 credits

Principles of law and United States legal system in the areas of health care management are applied through case studies. Legal issues include malpractice, contracts, corporate liability, professional liability, patient rights and the legal aspects of managed care. Prerequisites: BUS 345.



BUS 460 | Investments | 3 credits

The student will study typical financial intuitional investments in this course. In addition to equity and debt instruments, the student will further study real estate investments.

BUS 483 | Business Strategy | 3 credits

With this course the student will bring together all of the various theories and concepts learned in other business courses. Strategic management issues will be covered through the use of case studies, computer simulations and classroom discussion.

BUS 485 | Internship & Professional Development | 1 to 12 credits

Experience will be gained by the student in business fields on a part time or full time basis. Opportunities are available in banking, retail and manufacturing. A total of 40 hours are required per credit. Pass or unsatisfactory grades only.

CHM 101 | Introductory Chemistry I | 4 credits

A survey of chemistry in this course includes fundamental concepts, structure of matter, the elements, periodicity, compounds, states of matter and descriptive inorganic chemistry. Lecture and laboratory.

CHM 102 | Introductory Chemistry II | 4 credits

This course provides a condensed presentation of the principles of organic chemistry and biochemistry. Topics in organic chemistry include: saturated, unsaturated and aromatic hydrocarbons; alcohols; acids; amines; stereoisomers and polymers. Biochemistry topic include: carbohydrates, proteins, nucleic acids, lipids, enzymes and the pathways leading to the biosynthesis and intermediary metabolism of the carbohydrates, proteins and lipids. Lecture and laboratory. Prerequisites: CHM 101 or CHM 111.

CHM 111 | General Chemistry I | 4 credits

Students in this course will examine the physical and chemical properties of the elements and compounds and the reason they react. Topics include: fundamental concepts; structure of the atom and quantum theory; periodicity; ions and molecules; chemical bonding; the gaseous, liquid and solid states; thermochemistry. Lecture and laboratory.

CHM 112 | General Chemistry II | 4 credits

This course covers different facets of chemistry such as solution chemistry, solubility of precipitates, chemical equilibria, acid base and buffer systems, Redox reactions and electrochemistry, thermodynamics and reaction kinetics, nuclear chemistry, and the chemistry of different groups of elements. Lecture and laboratory. Prerequisites: CHM 111.

CHM 231 | Organic Chemistry I | 4 credits

Organic Chemistry is that study of the most common types of carbon compounds, their properties, preparation, reactions and interrelationships. Laboratory work provides experience with contemporary techniques and includes techniques of physical analysis and synthesis of typical organic compounds. Lecture and laboratory. Prerequisites: CHM 112.

CHM 232 | Organic Chemistry II | 4 credits

Organic Chemistry II is a continuation of Organic Chemistry I. The lecture provides the theoretical basis for a wide range of organic syntheses including synthesis of alcohols, ethers, aromatics and carbonyl containing compounds. The laboratory provides hands on experience in organic synthesis and qualitative organic analysis. Lecture and laboratory. Prerequisites: CHM 231.

CHM 298 | Early Research Experience | 1 credit

This one credit elective course, aiming to provide a platform for students who do not meet the prerequisite of CHM/BIO 498 (i.e. a more advanced independent research course) to engage in early research experience. This course requires an investigation of a hypothesis based topic. The research work is selected and carried out under the direction of the instructor. It involves a literature review of the area of endeavor, establishment of hypothesis, experiment design to test the hypothesis, data collection and result analysis. A research summary is required at the product of the research experience.



CHM 341 | Analytical Chemistry | 4 credits

The objective of this course is to provide background chemical principles that are important to analytical chemistry such as aqueous solution chemistry, four chemical equilibria: acid/base equilibrium, complexation equilibrium, precipitation equilibrium and redox equilibrium, theory and application of gravimetric, titrimetric, spectrophotometric methods and chromatography of chemical analysis and statistical evaluation of analytical data. Lecture and laboratory. Prerequisites: CHM 112 and MTH 219.

CHM 342 | Instrumental Analysis | 3 credits

Principles of operation and application of instrumental methods of chemical analysis involving spectrophotometry, spectroscopy, electrochemistry and chromatography are studied in this course. Lecture and laboratory. Prerequisites: CHM 341.

CHM 364 | Biochemistry | 4 credits

Topics to be covered in this course include chemical composition, assimilation and metabolism of proteins, carbohydrates, lipids and nucleic acids, as well as enzyme kinetics. Lecture and laboratory. Prerequisites: BIO 103 and CHM 231.

CHM 490 | Seminar | 1 credit

This course is designed to give the student an opportunity to carry out a careful review of the literature on a topic of the student's choice, to write out an abstract and paper on that topic and to present the information in an oral report to the natural science faculty and students. Prerequisites: CHM 112.

CHM 498 | Research | 1 to 4 credits

This course requires an investigation (on or off campus) of a hypothesis concerning a topic in chemistry. The work is selected and carried out under the direction of a chemistry faculty member. It involves a literature review of the area of the endeavor and selected laboratory experiments designed to test the hypothesis. Prerequisites: CHM 112.

CIS 125 | Basic Skills in Information Technology | 2 credits

In this course the student will learn to effectively use an array of personal computer software including, but not limited to graphical user interfaces, Internet technologies, word processing, spreadsheet software, personal computer database management systems and presentation graphics. The student will learn to integrate office automation software with the World Wide Web. Assessment will be based upon hands on course projects and written tests.

CJU 133 | Introduction to Criminal Justice | 3 credits

This course offers an overview of the structures and functions that comprise the American system of criminal justice. The three basic components of the criminal justice system, law enforcement, courts, and corrections, are examined in detail. Students learn the concepts of crime, due process, and criminal law, as well as contemporary issues and practices in criminal justice.

CJU 233 | Policing in America | 3 credits

A consideration of the history of policing in America is covered in this course with additional focus on the structure and function of patrol, traffic, communications, investigation and special weapons and tactics (SWAT) units. Prerequisites: CJU 133.

CJU 236 | Criminal Investigation | 3 credits

Students will study the principles of investigative methods applied in the field of criminal justice in this course including crime scene management, chain of custody as it relates to criminal evidence, crime scene search protocol, collection and recording of physical and testimonial evidence, methods used to process physical evidence, developing leads and examining witnesses. Prerequisites: CJU 133.



CJU 240 | Criminal Courts | 3 credits

This course provides students with the opportunity to examine the contemporary American court structures and functions. Students will study five specific areas including the American courts, courts at work, civil law and court procedure, criminal law and current procedure, and recent changes in the American courts. Materials presented will describe the philosophies, operations and programs that comprise the American court system. Students will also examine specific court cases that show how courts resolve disputes and apply the law. The course will cover the history and development of the American court system and where it is suggested it will evolve in the future. Prerequisites: CJU 133.

CJU 310 | Service Experience | 1 to 5 credits

In this course every student completes volunteer service under supervision in a learning environment. Pass or unsatisfactory grades only. Prerequisites: CJU 133.

CJU 340 | Criminal Procedure | 3 credits

This course provides students with the opportunity to examine the American court system and the sources of individual civil rights. Students will study the concepts and reality of substantive and procedural due process. Included will be an in depth examination of probable cause, the exclusionary rule, arrest, search and seizure, stops, line ups and other procedures in the criminal justice process. Prerequisites: CJU 133.

CJU 341 | Introduction to Counseling | 3 credits

In this course students will study approaches to counseling with emphasis on gaining an understanding of basic theory concepts utilized in the helping professions. Emphasis is also placed on developing a personal philosophy of helping or counseling. Counseling topics explored include family issues, youth in trouble and substance abuse.

CJU 343 | Introduction to Group Counseling | 3 credits

This course provides exploration of the approaches and process of group therapy that integrates ideas from different perspectives of group counseling. Students will gain an understanding of group process and the skills and techniques related to the stages of group processing and the application of group strategies to specific group counseling issues and populations. Prerequisites: CJU 341.

CJU 348 | Drugs, Alcohol and Crime | 3 credits

An overview of alcohol and drug abuse in America as well as the rest of the world is covered in this course with a specific focus on the physical and psychological effects of alcohol and other drugs of choice on the individual and society. Students will investigate the relationship of drugs and alcohol to the nature and extent of crime and the implications this has for law enforcement, the courts and corrections. Prerequisites: CJU 133.

CJU 358 | Institutional/Community Based Correction | 3 credits

This course examines modern correctional systems, the operation of jails and prisons, contemporary issues and practices in probation, parole and community corrections alternatives. Prerequisites: CJU 133.

CJU 365 | Principles of Private Security | 3 credits

A comprehensive overview of the increasing role that private security plays in the overall field of criminal justice is covered in this course. Study includes an examination of individual protective services, loss protection and prevention, computer security, identity theft protection, terrorism and bomb security, fire security and prevention, security systems and security system management. Prerequisites: CJU 133.

CJU 436 | Criminalistics | 3 credits

This is an introductory course to criminalistics. This course provides students with the opportunity to learn how the scientific method is applied to the collection and analysis of crime scene evidence. Students will explore how scientific knowledge and technology is utilized to develop crime scenes and their associated physical evidence into fact based theories of criminal events. The course will cover the history and development of



criminalistics/forensic science as well as the basic principles of crime scene management, evidence collection and forensic science analysis of crime scene data. Students will become familiar with modern methodologies applied in the field as well as the and the techniques and technologies that are employed in the crime lab and in the field to examine, identify, catalog and quantify crime scene evidence. Students will examine in detail methods for gathering and the forensic examination of physical evidence; forensic toxicology; firearms, ammunition, unique tool marks, and various impressions (e.g., shoe prints, fabric properties, and bloodstains) and analytical techniques for organic and inorganic materials.

CJU 444 | Juvenile Justice | 3 credits

This course examines the policies, programs and services that comprise the juvenile justice system. It provides a comprehensive overview of the processing and treatment of juvenile offenders, descriptions and definitions of offender types and the subsystems that play a role in the care and control of juvenile delinquents. Prerequisites: CJU 133.

CJU 460 | Criminal Law | 3 credits

This course examines the law as a last resort mechanism of social control and describes the process whereby acts are prohibited and punishments are written into law. The course reviews the history of modern criminal law and the law as it applies to specific criminal wrongs. Prerequisites: CJU 133.

CJU 475 | Criminology | 3 credits

Criminology is the study of the nature and causes of criminal behavior. This course examines historical and modern theories of criminal behavior drawn from the biological, sociological, psychological and cultural schools of behavioral thought. Prerequisites: CJU 133.

CJU 485 | Internship | 1 to 10 credits

In this course, students use criminal justice principles in an applied setting under supervision in an off campus placement. Goals and requirements are determined in consultation with faculty. Selected reading is required. Pass or unsatisfactory grades only.

CJU 490 | Seminar | 3 credits

This course acts as a capstone course for the criminal justice major and draws together material from many courses and integrates them into a final senior project.

CSC 230 | Software Structure and Design | 4 credits

This course is an introduction to computer programming using a high level language. Specifics of the language are taught in light of software structure and design theory and techniques. The course encourages a top down logical approach to problem solving and includes expressions, input output statements, control structures, user defined data types, functions, procedures and files. Assessment is based upon programming assignments and written tests.

EDN 150 | Orientation to Teaching | 2 credits

This is an introductory level course to the teaching profession, with a view toward effective and quality teaching. This course intends to allow and encourage students to think critically and philosophically about what fosters and at times discourages effective teaching, and thus student achievement in classrooms. Students are also exposed to various philosophical, historical, and sociological perspectives regarding teaching, schooling, and education. Reflective of our mission, and through actual classroom observation designed to complement coursework, this course also challenges students to investigate and seriously consider their reasons for wanting to become a teacher.

EDN 156 | Child & Adolescent Development | 3 credits

This course is the study of the physical, cognitive and socio emotional growth and development from birth through late adolescence. The course will introduce students to development theories and issues of elementary, middle and high school students.



EDN 160 | Foundations of Adult Education | 1 credit

This course provides an introduction to the field of adult education as it applies to technical school settings. It is intended for instructors who work with adult learners in this type of setting. This course will provide a broad view of adult education and will introduce students to various adult learning theories, adult learning styles, teaching styles and instructional methods that will be helpful in developing instruction for learning in the technical school setting.

EDN 161 | Strategies and Applications Technical Educators | 1 credit

This course continues to build on the foundations provided in EDN 160. It is the first of two classes that allow students to explore and experiment with various strategies and applications of teaching. It is intended for instructors who work with adult learners in a technical university setting. The course encourages instructors to be reflective practitioners. It provides a forum to try, discuss and evaluate the effectiveness of certain techniques in the classroom.

EDN 162 | Strategies and Applications for Technical Educators II | 1 credit

This course continues to build on the strategies and applications introduced in EDN 161. It allows students to continue to explore and experiment with various strategies and applications of teaching. It is intended for instructors who work with adult learners in this type of setting. The course encourages instructors to be reflective practitioners. It provides a forum to try, discuss and evaluate the effectiveness of certain techniques in the classroom.

EDN 212 | Field Experience in Early Childhood | 1 to 2 credits

This course is designed to give students practical experience in early childhood classrooms, usually for two hours per week. Students are placed in schools according to their preferred age level and spend time in the classroom observing, tutoring or assisting the cooperating teacher as he/she deems appropriate. Field experiences are required of education majors and may be taken by students in related fields. Students must take one credit concurrently with EDN 233 and may enroll in EDN 212 218 for additional credit hours. Pass or unsatisfactory grades only.

EDN 214 | Field Experience in Elementary | 1 to 2 credits

This course is designed to give students practical experience in an elementary classroom, usually for two hours per week. Students are placed in schools according to their preferred age level and spend time in the classroom observing, tutoring or assisting the cooperating teacher as he/she deems appropriate. Field experiences are required of education majors but may be taken by students in related fields. Students must take one field experience credit concurrently with EDN 233 and may enroll in EDN 212 218 for additional credit hours. Pass or unsatisfactory grades only.

EDN 216 | Field Experience in Middle School | 1 to 2 credits

This course is designed to give students practical experience in a middle level classroom, usually for two hours per week. Students are placed in schools according to their preferred age level and discipline and spend time in the classroom observing, tutoring or assisting the cooperating teacher as he/she deems appropriate. Field experiences are required of education majors but may be taken by students in related fields. Students must take one field experience credit concurrently with EDN 233 and may enroll in EDN 212 218 for additional credit hours. Pass or unsatisfactory grades only.

EDN 218 | Field Experience in Secondary | 1 to 2 credits

This course is designed to give students practical experience in a secondary level classroom, usually for two hours per week. Students are placed in schools according to their preferred age level and discipline and spend time in the classroom observing, tutoring or assisting the cooperating teacher as he/she deems appropriate. Field experiences are required of education majors but may be taken by students in related fields. Students must take one field experience credit concurrently with EDN 233 and may enroll in EDN 212 218 for additional credit hours. Pass or unsatisfactory grades only.



EDN 233 | Educational Psychology | 3 credits

This course is an application of major psychological approaches and the stages of human development (cognitive, psychosocial, moral, psychomotor, linguistic) from pre school through adolescence. This course deals with the diversity of learning style, culture and ability. It addresses major learning theories and models of teaching as well as theories of motivation. The content of this course includes basic principles of educational planning, instruction and research and is fundamental to the methods courses that follow. A field placement is a requirement of this course and one credit of EDN 214 218 must be taken concurrently with the course.

EDN 234 | Measurement, Evaluation & Management | 3 credits

This course involves the study of and the practice of designing, administering and evaluating various assessments (formal and informal) for the classroom. Issues of validity and reliability are addressed and the connection between instruction and assessment is stressed. The course addresses the educational taxonomies (cognitive, affective and psychomotor) in order to be able to plan for higher level thinking/critical thinking as well as to assess those thinking skills. The construction of teacher made tests, authentic assessment rubrics and use of standardized test scores is given particular attention. In addition, this course addresses classroom management theories and techniques with the students synthesizing the theoretical into a personal philosophy of discipline that describes a positive learning environment.

EDN 266 | Middle School/Junior High Education | 2 credits

This course is based on the study of the unique needs and characteristics (physical, social/emotional and cognitive) of the young adolescent learner, ages 10-14. The course also provides a historical and contemporary look at the middle level philosophy, structure, curricula and instructional strategies.

EDN 312 | Practicum Early Childhood/Kindergarten | 2 credits

Practicum is an experience required of all education majors prior to student teaching. It involves a minimum of two weeks of full day in school activities including observation, aiding, lesson preparation and teaching. Students are placed in schools according to their preferred age level. Student must be accepted into teacher education program. Pass or unsatisfactory grades only.

EDN 314 | Practicum in Elementary | 2 credits

Practicum is an experience required of all education majors prior to student teaching. It involves a minimum of two weeks of full day in school activities including observation, aiding, lesson preparation and teaching. Students are placed in schools according to their preferred age level. Student must be accepted into the teacher education program. Pass or unsatisfactory grades only.

EDN 316 | Practicum in Middle School | 2 credits

Practicum is an experience required of all education majors prior to student teaching. It involves a minimum of two weeks of full day in school activities including observation, aiding, lesson preparation and teaching. Students are placed in schools according to their preferred age level and discipline. Student must be accepted into the teacher education program. Pass or unsatisfactory grades only.

EDN 318 | Practicum in Secondary | 2 credits

Practicum is an experience required of all education majors prior to student teaching. It involves a minimum of two weeks of full day in school activities including observation, aiding, lesson preparation and teaching. Students are placed in schools according to their preferred age level and discipline. Student must be accepted into the teacher education program. Pass or unsatisfactory grades only.

EDN 341 | Elem Science & Social Studies Methods | 3 credits

This course is concerned with the methods and theories appropriate for teaching science and social studies at the elementary level. The perspective taken is that these subjects

offer an opportunity to develop interdisciplinary studies of society and nature and the ways in which we, as humans, interact with them. Students will use and develop curricula in a variety of styles including cooperative learning, direct instruction, experiential learning and problem solving strategies. Lesson planning utilizes the NCSS and NSTA standards, and the K 8 South Dakota content standards. Student must be accepted into the teacher education program.

EDN 342 | Reading: Philosophy, Psychology and Methods | 3 credits

The purpose of this course is to provide pre service teachers with the necessary knowledge base to teach reading effectively and to evaluate the research concerning literacy. Connections are made between theory and practice to address both the development of reading and various philosophies of reading instruction for all students including ELL. This course addresses phonemic awareness, phonics, fluency and vocabulary development as well as the basic reading comprehension strategies (preparation, organization, elaboration and monitoring). Lesson planning utilizes the Common Core standards. Student must be accepted into the teacher education program.

EDN 346 | Reading: Child Lit/Lang Arts Methods | 4 credits

This course is concerned with methods, materials and curricula used in teaching the language arts: writing, speaking, viewing, listening, visually representing and reading for all students, including ELL. Classic and contemporary children's and adolescent literature form a central focus for the goals and instruction in the language arts classroom. The course includes all components of a whole language or literature based program: spelling, handwriting, listening and speaking units, as well as reading aloud, storytelling and the extension of literature in other subject areas. Lesson planning utilizes Common Core standards. Prerequisites: EDN 342.

EDN 347 | Reading: Methods, Diagnosis and Remediation | 3 credits

This course is concerned with methods and materials used in teaching reading and includes various practical experiences: tutoring/remedial experience, literature based reading, and guided reading. This course includes methods of assessing reading and diagnosing difficulty using an informal reading inventory as well as ways of remediating reading difficulties. Topics of content area reading, parent involvement in literacy instruction, and the attributes of the influential teacher are also part of this course's content. Lesson planning utilizes Common Core standards. This course includes an embedded tutoring experience with an English Language Learner. Prerequisites: EDN 342.

EDN 350 | Elementary Mathematics Methods | 3 credits

The course is concerned with methods and materials used in the teaching of math in the K 8 elementary classroom. Course content includes various types of lesson planning: constructivist lessons and direct instruction methods: teaching through problem solving, teaching for problem solving and teaching about problem solving. Pre service teachers create plans that involve strategy and process and will engage students in doing math. Lesson planning utilizes the K 8 Common Core Standards. This course includes an embedded field placement in a 6th grade Math classroom.. Pre service teachers apply the content of this course in classroom situations. Student must be accepted into the teacher education program.

EDN 360 | Indian Studies | 3 credits

This course is designed as a study of the various socio historical dynamics that in part account for some of the present day existential considerations (moral, cultural, economic, educational, political, etc.) faced by many South Dakota Native Americans. Students study narrative, autobiography, biography, treaties, court cases, Indian policy and some critical indigenous philosophy. This course also focuses on the many classroom considerations (pedagogy and content) for teaching Native American students and meets the South Dakota Indian Studies requirement for all individuals desiring to be certified to teach in South Dakota. Field trips and speakers are a possibility based on availability. This is an introductory level survey course that in part borrows from the voices of South Dakota Native Americans but does not necessarily speak for all South Dakota Native Americans.



EDN 362 | Middle School and Secondary Reading in Content Area | 3 credits

The course is the study of methods and strategies of effective instruction in each of the disciplines. This course for secondary education majors who plan to teach at the middle and/or secondary levels. Emphasis is placed on literacy strategies in each discipline. Student must be accepted into the teacher education program. Prerequisites: EDN 375.

EDN 374 | Middle School/Secondary General Methods | 3 credits

This is a general methods course for secondary education majors or those who plan to teach at the middle and/or secondary levels. Based on the current research of effective teaching and standards based education, students are actively engaged in lesson plan preparation. Students prepare a thematic unit using variety of teaching strategies and methodologies in their discipline. Appropriate standards in each discipline are used throughout the course. Students must be accepted into the teacher education program.

EDN 376 | Integrating Tech Into Teaching/ Learning | 2 credits

This course focuses on helping those in education develop an understanding of the relationships to teaching and the overall enterprise of education that technology has had. Students encounter critiques of technology in education, historical surveys regarding the relationship between technology and teaching and practical suggestions and examples regarding infusing certain types of technology into the classroom. This course is to be taken concurrently with education methods course(s).

EDN 377 | Human Relations Skills | 3 credits

This course is concerned with helping students develop an awareness of and understanding into the various theoretical premises surrounding issues of diversity and multiculturalism. There is an emphasis placed on recognizing and dealing with biases, stereotyping, power and privilege, difference and identity. Techniques to enhance interpersonal relations as well as classroom instruction in today's multicultural classrooms are addressed. This course meets the South Dakota Human Relations requirement for all individuals desiring to be certified to teach in South Dakota.

EDN 440 | Special Methods for Science | 1 credit

This course includes methods, materials and curricula appropriate to teaching 7 12 sciences. The course includes analyses of current secondary curricula/materials, accommodation in teaching, use of technology, professional organizations and periodicals, unit preparation and related extracurricular activities. The South Dakota K 12 Content Standards and the NSTA standards are used in the preparation of an instructional unit. Prerequisites: EDN 374.

EDN 441 | Special Methods for Mathematics | 1 credit

This course includes methods, materials and curricula appropriate to teaching 7 12 mathematics. The course includes analyses of current secondary curricula/materials, use of technology, accommodation in teaching, professional organizations and periodicals, unit preparation and related extracurricular activities. The South Dakota K 12 Content Standards and the NCTM standards are used in the preparation of an instructional unit.

EDN 442 | Special Methods for Social Studies | 1 credit

This course includes methods, materials and curricula appropriate to teaching 7 12 social studies. The course includes analyses of current secondary curricula/materials, use of technology, accommodation in teaching, professional organizations and periodicals, unit preparation and related extracurricular activities. The South Dakota K 12 Content Standards and the NCSS standards are used in the preparation of an instructional unit. Prerequisites: EDN 374.

EDN 443 | Special Methods for Language Arts | 1 credit

This course includes methods, materials and curricula appropriate to teaching 7 12 English language arts. The course includes analyses of current secondary curricula/materials, accommodation in teaching, use of technology, professional organizations and periodicals, unit preparation and related extracurricular activities. The South Dakota



K 12 Content Standards and the NCTE standards are used in the preparation of an instructional unit. Prerequisites: EDN 374.

EDN 453 | Student Teaching Seminar | 1 credit

This seminar is required of all student teachers and is viewed as complementary to their student teaching experience. This seminar covers a variety of topics including classroom management, assessment, long and short range planning, as well as completing an Impact on Student Learning project. The seminar course also focuses on helping students prepare for licensure examinations. Student must be accepted into the teacher education program.

EDN 454 | Elementary School Student Teaching | 10 to 12 credits

This student teaching experience is for the student seeking elementary level teaching certification. The student teacher observes and teaches in an elementary classroom under the guidance of a cooperating teacher, principal and a university supervisor. Students must be accepted into student teaching by the teacher education committee. Pass or unsatisfactory grades only.

EDN 455 | Elementary School Student Teaching in Physical Education | 5 to 6 credits

This student teaching experience is for the student seeking certification to teach physical education in grades K 12. The student teacher observes and teaches for a full semester in elementary physical education classes under the guidance of a cooperating teacher, principal and university supervisor. Student must be accepted into the teacher education program. Pass or unsatisfactory grades only.

EDN 457 | Secondary School Student Teaching | 5 to 12 credits

This student teaching experience is for the student seeking secondary level teaching certification in biology, chemistry, English, history, math, music or physical education. The student teacher observes and teaches for a full semester in a secondary classroom under the guidance of a cooperating teacher, a principal and a university supervisor. Pass or unsatisfactory grades only.

EDN 490 | Seminar: The Teaching Profession | 1 credit

This course is the culminating course in Mount Marty University's teacher education program. During this seminar, students revisit many of the themes and issues encountered through past courses and experiences as a way to prepare for resume and cover letter writing, and the interview process. Students will engage in learning communities around particular professional issues of the teaching career. Students must be accepted into student teaching.

ENG 099 | Introduction to Writing | 3 credits

This is a course in the fundamentals of the English language. Instruction and practice in grammar usage, mechanics and effective written composition comprise the developmental process for writing short critiques, evaluating one's personal writing and finding the student writer's own voice/persona/style. Through a progressive approach, students will practice applying language concepts to a variety of writing tasks. Appropriate readings provide examples of mature written expression and suggest topics for student composition. The course will introduce students to the close reading of literature, to issues of interpretation and to written responses to literature. Individual tutorials will give attention to specific problems. A grade of C or better and an approved portfolio are required to pass. Credits may not be applied toward graduation requirements.

ENG 103 | Composition I: The Essay | 3 credits

Students will develop skills in writing the traditional expository essay and are introduced to library and electronic research skills. Freshman essays will be evaluated through a departmentally designed assessment tool.

ENG 104 | Composition II: Critical Writing | 3 credits

Students will develop the ability to read critically, to reason and to write critical, persuasive prose. Students will further develop the research and writing skills needed to produce a formal research paper. Prerequisites: ENG 103.



ENG 210 | Introduction to Literature | 3 credits

Students develop their skills as readers, writers and thinkers by reading and responding both orally and in writing to fiction, drama and poetry during this course. This course satisfies the general education literature requirement.

ENG 213 | Crime, Literature and Film | 3 credits

Crime Literature and Film is a reading course. The primary texts and films are from the 20th and 21st century. We will be primarily looking at fiction, nonfiction, film noir and documentaries and will discuss other forms of expression. Part of exploration will be to interrogate the boundaries between story and essay, fact and fiction, movies and documentaries. Prerequisites: ENG 103.

ENG 220 | The Short Story | 3 credits

In this course, students will study the form of the short story and develop competence in reading selected stories. This course satisfies the general education literature requirement. Prerequisites: ENG 104.

ENG 221 | Creative Writing | 3 credits

Students write poetry, nonfiction and fiction, in a workshop setting, critiquing and helping to shape the work of fellow students during this course.

ENG 222 | Basic News Writing | 3 credits

During this course, students will learn to gather newsworthy topics and/or events, gather information and develop a news story. News writing guidelines, interviewing, legal boundaries surrounding news reporting and writing, as well as ethics will be discussed during the course.

ENG 223 | Great Directors and Their Films | 3 credits

This course provides a study of the best American and foreign film directors of the 1900's, 20th century and early 21st century will be done through their narrative films, examining their themes, narrative and technical styles, influence on filmmakers and cultural/historical values and trends. This course satisfies the general education literature requirement.

ENG 224 | Literature and Film | 3 credits

A study of films made from literature, the course will involve analysis and comparison of both texts and film; their modes of representation, characterization and story telling, establishing what is lost and also at times what is gained by the filming process. Selections of contemporary and historically important films will be viewed and analyzed, including the study of film as a mirror of national and regional culture, cinematic form and personal style. This course satisfies the general education literature requirement.

ENG 226 | Adolescent Literature | 3 credits

This course will focus on the extensive reading, analysis and evaluation of literature appropriate for young adults. Students consider the cultural context within which this literature is read and the literary sub genres which include adventure, humor, historical fiction, science fiction, fantasy, realism, sports, mysteries and non fiction. This course satisfies the general education literature requirement.

ENG 250 | World Literature | 3 credits

During this course, students will study works of major authors of the Eastern and Western world (exclusive of British and American) from artistic, cultural and historical perspectives. This course satisfies the general education literature requirement. Prerequisites: ENG 104.

ENG 310 | Early American Literature | 3 credits

In this course, students will explore American literature from its beginning to the late 19th century from artistic, cultural and historical perspectives. This course satisfies the general education literature requirement. Prerequisites: ENG 104.



ENG 311 | Recent American Literature | 3 credits

This course is a continuation of Early American Literature, with the focus on American writers of the 20th and early 21st centuries. This course satisfies the general education literature requirement. Prerequisites: ENG 104.

ENG 320 | Advanced Poetry | 3 credits

Advanced Poetry is designed for students who 1) have an interest in the particular artistic expression that poems are; 2) wish to learn the particular skills and approaches of poetry to aid in other kinds of writing; 3) will someday teach creative writing or literature as part of an elementary, secondary or collegiate curriculum and 4) are in the process of submitting material to journals, magazines and chapbook contests. Students will also learn strategies for marketing free lanced writing. Prerequisites: ENG 221.

ENG 321 | Advanced Fiction and Nonfiction | 3 credits

Advanced Fiction and Nonfiction is designed for students to further explore their creative writing by writing stories, essays and/or chapters of a book in progress. The course will focus on narrative and emotional power presented in a unique format which will engage readers. Prerequisites: ENG 221.

ENG 322 | Writing and Publishing | 3 credits

Writing and Publishing is designed for students who have an interest in publishing and book production and will pursue a career in the publishing and writing business. The class is composed of writing exercises, workshoping and the production of PADDLEFISH, Mount Marty University's student and national literary journal.

ENG 323 | Advanced Writing and Publishing | 3 credits

Advanced Writing and Publishing is designed for students who have successfully completed Writing and Publishing and would like more hands on publishing and book production experience. Prerequisites: ENG 322.

ENG 324 | Writing and the Visual Arts | 3 credits

Writing and the Visual Arts is a course that explores the importance of the "I" and "Eye" in today's visual society by exploring and investigating what we see and how we communicate such observations. Visualizing composition and looking closer are the keys to effective writing. How well do you pay attention to the details of your everyday life? We are a society that is prone to jump at the next brighter and shinier thing that happens along, but by actively engaging in what seems ordinary we realize it can be more complicated than what we first had recognized. Some might view things as ordinary; some might view the same thing as extraordinary. In this course we will examine and interpret prose and the visual arts and how both are essential in today's society and work hand in hand. Prerequisites: ENG 104.

ENG 325 | Critical Theory | 3 credits

This course will present an overview of traditional and contemporary literary criticism as lenses through which students can read texts and view their culture. Students will become aware of the importance of both classical and contemporary literary criticism including those of Plato, Aristotle, Horace, Longinus, Iser, Derrida, Foucault, Lacan, Said, Hutcheon and Lyotard. Prerequisites: ENG 104.

ENG 343 | Early British Literature | 3 credits

Students will study selected works of British writers from Beowulf through the 18th century from artistic, cultural and historical perspectives. This course satisfies the general education literature requirement. Prerequisites: ENG 104.

ENG 344 | Recent British Literature | 3 credits

This course is a continuation of Early British Literature, with focus on British authors of the 19th and 20th centuries. This course satisfies the general education literature requirement. Prerequisites: ENG 104.



ENG 355 | Shakespeare's Drama | 3 credits

This course focuses on developing an appreciation of both theatrical and literary aspects of selected Shakespearean tragedies, histories and comedies. This course satisfies the general education literature requirement. Prerequisites: ENG 104.

ENG 356 | The Novel | 3 credits

Students will study the form of the novel and develop competence in reading selected works of major novelists. This course satisfies the general education literature requirement. Prerequisites: ENG 104.

ENG 360 | Mythology | 3 credits

Through this course, students will explore the role of myth in human experience, from early times until our own, with special emphasis on myths of classical Greece and Rome, Asia, Africa, Northern Europe and the Americas. Myths will be studied from literary, anthropological, psychological and religious perspectives, with special attention to similarities among myths from diverse peoples. This course satisfies the general education literature requirement. Prerequisites: ENG 104.

ENG 369 | Advanced Composition | 3 credits

This course is designed to allow students to explore their relationship to written language. While it will concentrate on the students' own development as writers, it will also allow them to investigate many of the written discourses that are part of our academic, professional and social lives. This course will emphasize style, voice and revision. Students are expected to discuss their early drafts with each other and with the instructor. We will also analyze the style and voice of each others' writing and, through assigned readings, the style and voices of professional writers. Prerequisites: ENG 104.

ENG 371 | English Language: Grammar and Linguistics | 3 credits

This course offers an integrated approach to the study of the English language. Although the origins and diversity of the language will be presented and discussed, the emphasis will be on a descriptive linguistic analysis of its phonology, morphology, and syntax; and an in depth examination of its supportive grammar. Prerequisites: ENG 104.

ENG 376 | Theatre History and Literature I | 3 credits

Investigate theatre from the Greeks through the Renaissance by examining visual, written and performance traditions. This course satisfies the general education literature requirement.

ENG 380 | Theatre History and Literature II | 3 credits

Independent from STH 376, this investigation of theatre will cover the Neo Classical period through the contemporary theatre scene through examining visual, written and performance traditions. This course satisfies the general education literature requirement.

ENG 485 | Internship | 1 to 12 credits

Students will work under supervision in an on or off campus placement. The goals and requirements are determined by the faculty and internship supervisor. An internship project or applied research is required. Pass or unsatisfactory grades only.

ENG 490 | Seminar | 2 credits

Required of English majors and recommended for English minors. Each senior completes an approved research project, prepares a formal paper and makes a public oral presentation of the research findings.

ENG 491 | Senior Portfolio and Performance | 2 credits

This is a required course for English majors with an emphasis in writing. Each senior will complete a portfolio of new material in their given genre and give an oral presentation of their work. Students will complete an annotated bibliography of ten books of their choice to be included in their senior portfolio. Students will also compile a 6-8 page abstract of their future goals and objectives as a writer, as well as a marketable resume.



EXS 100 | Introduction to Exercise Science | 1 credit

This is an introductory course focusing on various disciplines and professional organizations within the field of exercise science and their application in society.

EXS 225 | Health and Wellness in Special Populations | 2 credits

This course is an introduction to the basic concepts of fitness and wellness screening and prescription pertaining to both healthy individuals and those considered to be in special populations. These special populations include the youth, elderly, pregnant women, overweight and obese individuals, and those with chronic diseases such as cardiovascular disease, diabetes, cancer, asthma, multiple sclerosis, and those with other disorders of the skeletal system.

EXS 226 | Strength and Functional Training | 3 credits

The purpose of this course is to introduce the student to the principles, techniques and physiology behind strength training. Various topics relating to strength and resistance training will be discussed in detail including energy expenditure power, specificity, free vs. machine weights and the design of resistance programs. The goal is to provide students with theoretical and practical knowledge to design and supervise strength and conditioning programs for various populations. Prerequisites: EXS 100.

EXS 230 | Human Anatomy and Physiology | 3 credits

This course is a study of the structure and function of the human body emphasizing the body systems that maintain the human body. Importance is placed on broad, general anatomical and physiological principles as they apply to structure and function of the human body. Prerequisites: BIO 111 or BIO 106.

EXS 240 | Motor Learning and Development | 2 credits

The purpose of this course is to introduce students to basic human movement, how our motor movement is developed and how it affects are ability to learn various movements from the simple to the complex. This course will look at how motor development affects motor learning from infancy to older adulthood. How motor learning and development provides the building blocks that can later be used to establish programs that produce skill development for all learners. This class will also explore how differing cognitive, social, and movement abilities affect when, how, and why an individual learns motor skills.

EXS 254 | Sports First Aid: Prevention and Care of Athletic Injuries | 3 credits

This course involves general care, evaluation and in conditioning, use of heat and cold modalities and athletic nutrition. This course is a requirement for most coaching certificates.

EXS 310 | Nutrition of Sport and Exercise | 3 credits

The purpose of this course is to expose the student to the study of the scientific principles and the relationship between proper nutrition and successful athletic performance. Basic nutrition principles and guidelines for both athletes and those seeking to increase overall fitness and wellness. Other dietary options will be looked at including but not limited to; the ketogenic, paleo, vegetarian, among others, and the potential impact those dietary choices could have on athletic performance and overall health and wellness. This course will enable students to attain a better understanding of the dynamic relationship between nutrition and human physiology as it relates to athletic and exercise performance.

EXS 353 | Biomechanics | 3 credits

This course is an analytic and synthetic study of body movements. Biomechanics and anatomical kinesiology are emphasized in lecture, discussion and lab. Prerequisites: BIO 203 or PED 230.

EXS 450 | Exercise Physiology | 4 credits

In this course lecture, discussion and laboratory will revolve around the effects of physical activity on neuromuscular, cardiorespiratory and metabolic control mechanisms. Laboratories will demonstrate current applications in exercise testing. Prerequisites: BIO 204 or PED 230.



EXS 485 | Internship | 2 to 12 credits

Students will gain professional experience on a full time or part time basis in areas of exercise wellness in this course. The internship program provides practical experience in fitness/wellness industries, health promotion and/or health professions that will prepare students for entry level careers. Pass or unsatisfactory grades only. Prerequisite: faculty approval.

EXS 498 | Research Design | 3 credits

The purpose of this course is to introduce the student to and develop knowledge of research, research skills, and practical application of research information. Throughout this course students will learn how to write the different sections of a research paper including the abstract, introduction, methods, results, discussion, practical applications, literature review, and reference sections. Students will also learn how to properly use the American Psychological Association (APA) formatting system, formulate research problems, develop proposals, participate in active research problems, and/or understand and apply basic research tools of both quantitative and qualitative analyses.

GEN 000 | Partnership for Academic Student Success | 0 credits

This course is designed as an interactive study time offering students access to the learning center, academic tutors and the Career Center. A learning component will also introduce students to concepts of self regulated learning, study strategies and motivation. The ultimate goal of this course is to give students additional time, skills and reinforcement to be successful at Mount Marty.

GEN 102 | First Year Seminar | 1 credit

This course will focus on the student's success at Mount Marty and will emphasize the university's uniqueness as a Benedictine liberal arts institution. The class will provide students with strategies to identify their learning styles and intellectual strengths, to develop their creative and critical thinking skills and to strengthen reading and test preparation skills.

HIS 106 | Ancient and Medieval World Cultures | 3 credits

This course introduces the development of history and culture from prehistoric times through the Reformation of the 16th century. Major historical trends of primary civilizations, the contributions of Greek and Roman societies and the rise of Christianity are emphasized.

HIS 107 | 16th to 18th Century World Cultures | 3 credits

This course introduces the development of history and cultures from the late Middle Ages through the French Revolution of 1789. The Reformation, interaction between various world cultures, the Scientific Revolution and Enlightenment and the development of various political traditions are emphasized.

HIS 108 | 19th and 20th Century World Cultures | 3 credits

This course introduces the development of history and cultures from the French Revolution to the late 20th century. The French and Industrial Revolutions, the development of Pacific Rim cultures, World Wars I and II, and the Cold War are emphasized.

HIS 228 | U.S. History & Government | 4 credits

This course introduces the origins and development of the United States and its government from pre colonial times through the Civil War period. The Native American cultures, European colonial efforts, American Revolution and development of the Constitution, Westward movement and the Civil War are emphasized.

HIS 229 | U.S. History Since 1877 | 3 credits

This course continues the United States history beginning with the Reconstruction era to the late 20th century. The Industrial Revolution, Progressive era and the emergence of the United States as a world power are emphasized.



HIS 322 | Constitutional History and Law | 3 credits

This course introduces origins and development of the Constitution and subsequent major court decisions affecting constitutional law interpretations.

HIS 346 | U.S. Diplomatic History | 3 credits

This course studies the origins and development of foreign policy from the Revolutionary Era through the Cold War period. The course features an emphasis on the development of the U.S. in the context of world history and a study of the various interpretations of American foreign policy. Prerequisites: HIS 228 or HIS 229.

HIS 361 | History of Christianity | 3 credits

This course introduces the origins of Christianity and the subsequent history of the Christian church. The developments of doctrines, the rise of monasticism and the impact of Christianity on world history are emphasized.

HIS 370 | Korean and Vietnam Wars | 3 credits

This course will focus on two of the main events of the Cold War: the Korean and Vietnam Wars. Students will study the origins of the conflicts and focus on the role of the United States in these two events. Documentary films will be used extensively to provide a means by which to study and interpret these events. Students will also analyze "Hollywood" interpretations of the Vietnam War. Our goal will be to obtain an overall grasp of the significance of these events, as well as to discuss the various interpretations of these Cold War episodes.

HIS 380 | Recent America: 1932 Present | 3 credits

This course presents a study of U.S. history from the election of FDR in 1932 to the present. The Great Depression, New Deal, World War II, Cold War and cultural developments are emphasized.

HIS 390 | History of South Dakota | 3 credits

This course offers a study of the history of the state of South Dakota. This course will feature topics related to the political, social, cultural and economic history of South Dakota. Contributions of various individuals, groups and movements will be considered as the history of South Dakota is presented within the context of the history of the United States.

HON 490 | Honors Seminar | 1 credit

This course is the framework within which the student completes the honors program. In addition to the four credit hours of coursework, students must complete a final project. For most students, one of the requirements for their major is a capstone course and/or project, and the honors program recommends that honors students use that course and/or project as the foundation for the honors thesis or project. Additional work, under the direction of the course/project instructor is expected. Pass or unsatisfactory grades only.

HRT 100 | Introduction to Horticulture | 4 credits

This course is an examination of fundamental horticulture principles, from careers in the field to the cultivation of specific crops. Special care is taken to treat highly technical subjects, such as plant propagation and taxonomy, in a comprehensive and understandable manner. A section on pest control, both chemical and biological, includes up to date information, with emphasis on personal safety and the protection of human beings and the environment. Lecture and laboratory.

HRT 110 | Landscape Graphics | 3 credits

Landscape Graphics is an introductory graphics class focused on teaching the fundamentals of drafting, hand drawing and rendering landscape plans. The course will give students the artistic framework needed to be successful in landscape design.



HRT 135 | Turf Management | 2 credits

This course covers principles of turfgrass management, characteristics of cool and warm season grasses, cultural requirements, grading, drainage and pest identification and control, including projects and labs.

HRT 220 | Landscape Design | 4 credits

This course incorporates the information learned from Introduction to Horticulture, Woody Landscapes and Herbaceous Plants into constructing landscapes by incorporating the principles of design. Lecture and laboratory. Prerequisites: HRT 110.

HRT 225 | Woody Landscapes, Morphology | 3 credits

This course is an in depth study of 120 woody plants common to the Northern Plains including morphology of plants, nomenclature, identification and usage in the landscapes.

HRT 230 | Herbaceous Plants | 3 credits

This course is designed to give the student a solid background in the use of herbaceous plants in the landscape, interior scapes, general aesthetics and use of color as well as identification and cultural requirements.

HRT 240 | Green House Operations | 4 credits

This course covers the industry, greenhouse production and operation, developmental control and specifics of common crops. Lecture and laboratory.

HRT 245 | Pruning | 2 credits

Students will become knowledgeable in pruning techniques used for herbaceous and deciduous plants, evergreens, vines and arboriculture as well as specialized pruning techniques used to create responses from plant maintenance.

HRT 280 | Advanced Woody Landscape Plants | 4 credits

This course is an in depth study of 81 woody plants common to the Northern Plains and their use in the landscape. Prerequisites: HRT 225.

HRT 285 | Internship | 3 credits

This course allows students to gain experience in the field. Opportunities include residential and public landscaping, commercial vegetable production, sports field maintenance, turf management and community service projects. Pass or unsatisfactory grade only. Prerequisite: faculty approval

HSV 100 | Intro to the Human Service Profession | 1 credit

The purpose of this one credit course is to provide students interested in the psychology and human service fields of study with information on career options in the human service profession, help them identify their own skills and strengths and introduce them to establishing their own philosophy of helping others.

HSV 310 | Service Learning | 1 to 6 credits

The student does volunteer service under supervision in a learning environment related to the helping professions. Pass or unsatisfactory grading only. Prerequisites: HSV 100 and take 1 of the following 2 courses: PSY 101 or SOC 100.

HSV 485 | Internship | 1 to 12 credits

The student works under supervision in an off campus placement. Goals and requirements are determined in consultation with faculty and internship supervisor. An internship project or applied research is required. Pass or unsatisfactory grades only. Prerequisites: HSV 310.

HSV 490 | Senior Seminar | 3 credits

This is a capstone course for the human service major. Students will synthesize material from their course of study and integrate it into a final senior research project. Students will also develop leadership skills, job readiness skills and explore graduate school options. Prerequisites: PSY 275.



MLS 302 | Immunology | 4 credits

An introduction to the basic principles of immunology. Topics include cellular and molecular immunology, types of immune reactions and immunological disorders. Lecture and laboratory. Recommended: BIO 203 and BIO 364. Prerequisites: BIO 111 and BIO 112.

MLS 485 | Clinical Internship | 12 to 14 credits

This senior year curriculum in clinical laboratory science is a twelve month clinical internship to be completed at an approved hospital. Pass or unsatisfactory grades only.

MLS 490 | Seminar | 1 credit

As a part of seminar, each student prepares a review article on a topic in biology, chemistry or medical technology of his/her choice and presents this paper to the faculty and senior natural science majors.

MLS 498 | Research | 1 to 4 credits

This course requires an investigation (on or off campus) of a hypothesis. The work is selected and carried out under the direction of a biology or chemistry faculty member. It involves a literature review of the area of the endeavor and selected laboratory experiments designed to test the hypothesis.

MTH 099 | Introduction to Algebra | 4 credits

Students will review computations with whole numbers, integers and rational numbers; simplifying algebraic expressions; solve and graphing linear equations and inequalities; one variable practical applications; basic geometric concepts to include perimeter and area of basic figures; systems of linear equations; computations with polynomials, rational expressions and radicals. This course is offered without elective credit as a service to the student who needs to study basic mathematical concepts as a preparation for MTH 150. This course should not be taken by a student who has had Algebra I or Algebra II on the secondary level. Credits may not be applied toward graduation requirements.

MTH 115 | Geometry I | 1 credit

This course provides an introduction to Euclidean and computational geometry. This course will include areas, volumes and surface areas, angles, constructions, deductive proofs and elementary trigonometry.

MTH 116 | Geometry II | 1 credit

This course provides an introduction to Euclidean and computational geometry. The course will include geometric figures, constructions and deductive proofs.

MTH 125 | Elementary Applications in Mathematics | 3 credits

This course includes statistics, probability, logic, personal finance, algebra and elementary topics in mathematics.

MTH 150 | College Algebra | 4 credits

This course includes first degree equations and inequalities in one variable; irrational and complex numbers; quadratic equations and inequalities; functions and graphs; exponential, logarithmic and special functions; systems of equations; sequences and series.

MTH 180 | Precalculus | 4 credits

This course includes basics of college algebra, trigonometry and analytic geometry. This course is designed for a student who has completed two years of high school algebra but has not had trigonometry and/or analytic geometry.

MTH 205 | Discrete Mathematics | 3 credits

This course introduces mathematical structures and their applications to computer science. Topics include: counting techniques, mathematical logic, set theory, Boolean algebra, graph theory and the application of algebraic structures to computer design. Prerequisites: MTH 150.



MTH 209 | Calculus I | 4 credits

This course is on an elementary introduction to most of the basic material of calculus: functions and limits, derivatives, direction fields, antiderivatives, trigonometric functions, integrals and areas of regions in the plane. The course is designed for the student who needs the basic topics for physics, chemistry, biology, business and engineering courses.

MTH 210 | Calculus II | 4 credits

This course continues with a deepening of the material of Calculus I. Topics include: applications of the definite integral, transcendental functions, techniques of integration, polar coordinates and analytic geometry, indeterminate forms, improper integrals, lower order Taylor polynomials and infinite series. Prerequisites: MTH 209.

MTH 219 | Elementary Statistics | 4 credits

This course offers the basic concepts of statistics and their practical application. Topics include: frequency distributions, measures of central tendency, measures of dispersion, normal distribution, correlation, regression, prediction, inferential statistics and one way analysis of variance.

MTH 270 | Mathematical Modeling | 1 credit

This course attempts to involve a student in the creative and early design aspects of problem formulation and solution. Case studies using real world and contrived problems will be presented to demonstrate that modeling is a fundamental part of the general scientific method and is especially important in applied mathematics.

MTH 303 | Non Euclidean Geometry | 1 credit

This course is an extension of geometry into non Euclidean forms.

MTH 311 | Calculus III | 4 credits

This course is a continuation of the calculus sequence. Topics include: vector calculus, functions of several variables, higher level partials and applications, double integrals and multiple integrals. Prerequisites: MTH 210.

MTH 315 | Probability with Case Studies | 4 credits

An introduction to general probability rules including Bayes Theorem, single and multivariable probability distributions and their properties. Prerequisites: MTH 210.

MTH 355 | Linear Algebra | 4 credits

In this course students will learn Gaussian elimination, vector spaces and subspaces, orthogonal projections and least squares fitting of data, the pseudoinverse, determinants, eigenvalues and eigenvectors.

MTH 375 | Methods in Numerical Analysis | 3 credits

In this course students will learn solution of nonlinear equations, interpolating polynomials, numerical integration, numerical differentiation, method of undetermined coefficients, numerical solution of ordinary differential equations, sets of equations and boundary value problems. Prerequisites: MTH 210.

MTH 430 | Differential Equations | 3 credits

Students will study of the fundamental methods of solving ordinary differential equations and their applications. Prerequisites: MTH 210.

MTH 455 | Abstract Algebra | 4 credits

In this course, students will learn rings, sets, integral domains, properties of the integers, fields and the rational numbers, real and complex numbers, groups and polynomials.

MTH 490 | Seminar | 2 credits

Students will learn contemporary mathematics, research readings, creative work in major area. This is the terminal course for mathematics majors.

MUS 100 | Music Theory | 3 credits

This is an integrated course in basic musicianship approached through the four common elements: duration, pitch, timbre and amplitude. Study of music fundamentals (great staff notation, key signatures and meters, accidentals, clefs), ear training, sight reading, functional keyboard, rhythmic and melodic dictation intervals, basic scales, major and minor triads. Non majors must consult with instructor prior to registration.

MUS 101 | Music Theory | 3 credits

A continuation of MUS 100. Deals with structure of doubling, spacing and voice leading, phrase structure and cadences, harmonic progressions, technocracies of harmonization and non harmonic tones. Further study of ear training, sight reading, rhythmic and melodic dictation and keyboard harmony. Prerequisites: MUS 100.

MUS 124 | Smooth Benediction | 0-1 credit

Smooth Benediction is by audition only. This is a highly select ensemble that relies not only on strong musicality but a good work ethic and exceptionally positive attitude. Our primary goals are to entertain, recruit potential students, and compete in regional/national a cappella competitions.

MUS 125 | Music Appreciation | 3 credits

This introductory overview music course exposes students to the great composers, compositions and musical trends of the past 400 years. Historical events and cultural trends that influenced the composers and music will also be examined. Composers and music include (but are not limited to) Bach, Mozart, Beethoven, Schubert, Verdi, Wagner, Stravinsky, Gershwin baroque to the modern era.

MUS 126 | Chamber Choir | 0 credits

Chamber Choir is by audition only. This select ensemble of 30 40, is meant for the student looking for a more focused and challenging choral experience. Repertoire ranges from all periods and/or genres of music. This ensemble performs for various school functions, as well as local concerts and events.

MUS 127 | Choral Union | 0 credits

Choral Union is open to students, staff, faculty, and community members. Students must register for the course to participate. No audition is required. Voice placement to determine voicetypes (soprano, alto, tenor, bass) are held at the first rehearsal. Repertoire ranges from all periods and genres of choral music.

MUS 128 | Concert Band | 0 credits

This group is open to all students playing band instruments. The group performs one major concert each semester.

MUS 160 | Piano | 1 to 2 credits

This course consists of individual piano instruction. Students will develop their technical and interpretive skills through the study of selected pieces throughout the semester.

MUS 162 | Voice | 1 to 2 credits

This course consists of individual voice instruction. Students will develop their technical and interpretive skills through the study of selected pieces throughout the semester.

MUS 164 | Organ | 1 to 2 credits

This course covers organ technique (manual and pedal) and various periods and genres of literature. Material covered is determined by the level of each student: beginner, intermediate, or advanced.

MUS 166 | Woodwinds | 1 to 2 credits

This is a weekly half hour individual lesson on a woodwind instrument. The lesson is a combination of scales, technique, solo, and band music.



MUS 168 | Brass | 1 to 2 credits

This is a weekly half hour individual lesson on a brass instrument. The lesson is a combination of scales, technique, solo, and band music.

MUS 170 | Percussion | 1 to 2 credits

This is a weekly half hour individual lesson on percussion instruments. The lesson can be a combination of technique, solo, and band music. These lessons are primarily on snare drum, timpani, trap set, and xylophone.

MUS 172 | Guitar | 1 to 2 credits

This course consists of individual guitar instruction. Students will develop their technical and interpretive skills through the study of selected repertoire and technique exercises throughout the semester.

MUS 200 | Music Theory | 3 credits

This course is a continuation of MUS 101. Students will study modulation, ninth chords, augmented sixth chords and altered chords. Advanced study of ear training, sight reading, rhythmic and melodic dictation and keyboard harmony. Prerequisites: MUS 101.

MUS 201 | Music Theory | 3 credits

This course is a continuation of MUS 200. Students will study of musical structure from the phrase through large forms. Students will also study the music of the 20th/21st centuries in the a tonal tradition. Prerequisites: MUS 200.

MUS 202 | World of Music: Jazz and Popular Music | 2 credits

This course is an introduction to music listening. Course headings are: Jazz and Popular Music, The American Musical, American Folk Music and American Women Composers.

MUS 203 | World of Music: The American Musical | 2 credits

This course is an introduction to music listening. Course headings are: Jazz and Popular Music, The American Musical, American Folk Music and American Women Composers.

MUS 204 | World of Music: American Folk Music | 2 credits

This course is an introduction to music listening. Course headings are: Jazz and Popular Music, The American Musical, American Folk Music and American Women Composers.

MUS 205 | World of Music: American Women Composers | 2 credits

This course is an introduction to music listening. Course headings are: Jazz and Popular Music, The American Musical, American Folk Music and American Women Composers.

MUS 300 | History of Music | 3 credits

This course is a study of Western music in its evolution from pre plainchant sources through the Baroque period. Emphasis is given to the music through a study of its written and aural forms and the cultural context from which it was generated. Students are thus enabled to recognize the stylistic features and performance practices of each major epoch in the history of music.

MUS 301 | History of Music | 3 credits

This course is a continuation of MUS 300 extending from the pre Classic period through the Modern eras. Prerequisites: MUS 300.

MUS 302 | History of Music | 2 credits

This course is a continuation of MUS 300 and 301, continuing with the study of music history from the Romantic period through the 21st century.

MUS 308 | Instrumental Conducting | 2 credits

This course is designed for the beginning conductor. Students will focus on the rudiments of conducting, knowledge of instrumental groups, vocabulary and instrument transposition. The course also provides the student with conducting experiences.



MUS 309 | Choral Conducting | 2 credits

Choral Conducting focuses on the rudiments of conducting, rehearsal techniques and familiarity with gestural vocabulary and techniques. Analytical skills such as listening, writing and score preparation will also be used. Students should have a working knowledge of music theory and music history, complemented by advanced private study, to have success in this course. The course also provides the student podium time with an ensemble.

MUS 311 | Stringed Instrument Methods | 1 credit

This course is based on methodologies of teaching stringed instruments.

MUS 312 | Woodwind Instrument Methods | 1 credit

This course is based on methodologies of teaching woodwind instruments.

MUS 313 | Brass Instrument Methods | 1 credit

This course is based on methodologies of teaching brass instruments.

MUS 314 | Percussion Instrument Methods | 1 credit

This course is based on methodologies of teaching percussion instruments.

MUS 315 | Elementary School Music Methods | 2 credits

Students will explore and development basic skills in musicianship needed to teach music in the elementary school with exposure to Orff Kodaly and Dalcroze methods in this course.

MUS 329 | Liturgical Music | 2 credits

This liturgical music course is a survey of the church music from the roots of the Jewish temple traditions to the twentieth century practices of the Christian Church. While the students will focus on the practices of the Roman Catholic Church, the different protestant church music traditions will also be discussed. The objective is to get a clear historical perspective of tradition and practice and a clear vision of the future.

MUS 331 | Hymnody | 2 credits

Hymnody is a survey class that includes a study of the Book of Psalms, Gregorian hymnody and plainsong and Christian hymnody through the ages. While this class is meant for music majors interested in church music, this class would also be helpful for those interested in ministry in the church.

MUS 415 | Methods of Teaching Elementary Music | 3 credits

Students will explore and develop basic skills in musicianship needed to teach elementary school music with exposure to Orff Kodaly and Dalcroze methods.

MUS 420 | Recital and Research | 1 credit

With this course the student will do a public performance of a major recital and preparation of a paper involving stylistic analysis of the works performed for the recital. Students preparing a recital must schedule a pre recital "hearing" in front of the music faculty two to four weeks before the scheduled performance date.

MUS 451 | Methods of Teaching Music | 2 credits

With this course the student will do a survey and study of the materials for and methods of teaching secondary school music including instrumental and vocal music, performance and nonperformance groups. Students will also observe in schools.

MUS 452 | Methods of Instrumental Instruction | 2 credits

Students will explore and develop basic skills needed to teach in the instrumental classroom at the middle school and high school level.

MUS 453 | Methods of Choral Instruction | 2 credits

Students will explore and develop basic skills needed to teach in the choral classroom at the middle school and high school level.



MUS 485 | Internship | 1 to 16 credits

This course offers experiences in areas of music such as music therapy, concert management, music industry (business), music librarianship, church music ministry and instrumental tuning and/or repair. Pass or unsatisfactory grades only. Prerequisites: Music majors only and consent of music faculty.

NSG 210 | Basic Nutrition | 3 credits

This course will be a study of basic nutrition, including essential food nutrients, dietary sources and their utilization by the body. The course will serve as a foundation for understanding therapeutic diets and nutrition necessary to support general health and well being.

NSG 240 | Lakota Medical and Cultural Experience | 1 credit

This course engages the student in an intensive cultural immersion experience in Mission, South Dakota and the Rosebud Reservation. Students learn about the Lakota culture, examine issues surrounding medical access, poverty, oppression and offer health and general services to the aggregate population. This hybrid interdisciplinary course will meet weekly in preparation for the experience. A final reflection of the course and experience will be submitted.

NSG 281 | Pharmacology for Nurses | 3 credits

The student will learn principles of basic pharmacology necessary for safe administration of medication to patients. The student will be introduced to how drugs act in humans, common classifications of drugs, their use in treating health conditions, adverse side effects that may occur and precautions that need to be considered during administration. Information learned in this course will be foundational for the integration of knowledge of pharmacology in junior and senior level nursing courses. This course is taken concurrent with BIO 204. Prerequisites: BIO 203 and BIO 221 and MTH 150 and NSG 290.

NSG 290 | Intro to Nursing as a Profession I | 4 credits

The student will explore nursing theory, nursing process and nursing roles and functions within the context of professional nursing practice. The course provides an overview of nursing care of the individual across the life span. The concept of self awareness is explored and developed as the student begins socialization into the nursing profession. The family and community will begin to be examined, but focus of course content is on the elderly client. Co requisite or completion of BIO 221, CHM 101, PSY 101, SOC 100.

NSG 292 | Intro to Nursing as a Profession II | 6 credits

This course will continue to integrate the student into the professional role of a nurse and build upon the foundational principles of nursing theory and practice learned in NSG 290. Students will utilize critical thinking and the nursing process to manage physiologic, comfort, safety, cultural and situational needs of clients. Students will develop skills to care for clients across the lifespan with particular attention to the geriatric population in the clinical setting. The skills lab component of this course will continue to focus on fundamental nursing skills, therapeutic communication and professional collaboration essential to the practice of nursing. Prerequisites: NSG 290 and NSG 350.

NSG 295 | Transition into Baccalaureate Nursing | 2 credits

Student will read and respond to issues related to various levels of nursing and to professional nursing in this course. Students will utilize his or her clinical life experiences to demonstrate course competencies. Achievement of course outcomes requires participation in individual and group discussion of professional issues, use of critical thinking for professional decision making and use of professional written communication, as well as electronic search and communication. Prerequisites: RN or LPN licensure and consent of the Program Director.

NSG 311 | The Childbearing Family | 5 credits

The student develops skills needed to provide holistic nursing care for childbearing families and for women with selected women's health issues. Students explore the physiologic,



psychologic, and developmental stressors experienced by childbearing families. Students employ critical thinking to identify health risk factors and to select nursing interventions to help individuals and the family adapt. Students evaluate social, cultural, and societal issues that affect families' progression through the childbearing year. Clinical experiences are primarily in hospital settings. Assessment of outcomes includes evaluation of clinical competencies, tests, and other written or verbal assignments. Prerequisites: NSG 210 and NSG 281 and NSG 292 and NSG 350.

NSG 321 | Mental Health Nursing | 5 credits

Students will demonstrate proficiency in use of self as a therapeutic tool to assist individuals and families to maintain or improve mental health. Emphasis is on analysis of psychological and developmental stressors related to maladaptive functioning and on concepts of major psychological theorists. Student will demonstrate professional growth through self awareness by writing a weekly journal and contributing to clinical conferences. The nursing process is utilized to meet the mental health needs of clients during clinical experience in both hospital and community settings. Students will demonstrate understanding and application of psychopharmacology. Critical thinking, communication and therapeutic nursing interventions are evaluated for successful course completion. Assessment will also include exams and written assignments. Prerequisites: NSG 210 and NSG 281 and NSG 292 and NSG 350 and PSY 165.

NSG 333 | Nursing of Adults I | 6 credits

The student will develop skills needed to provide holistic nursing care for children and adults. The knowledge base is the anatomy and physiology of the body systems, and includes clinical manifestations of dysfunction in the system, assessment of the body system, diagnostic procedures, and medical and surgical interventions applicable to disorders of that system. Nursing care is then understood as it relates to consequences of biopsychosocial changes in the individual. Pharmacology is integrated throughout the study of pathology and nursing. The opportunity to coordinate nursing theory and practice is provided in acute care settings, clinics, and community settings. Assessment of student learning includes evaluation of clinical competencies and understanding, tests, and written assignments. Prerequisites: NSG 210 and NSG 281 and NSG 292 and NSG 350.

NSG 334 | Nursing of Adults II | 3 credits

This course is a continuation of NSG 333 and relates to specific nursing diagnoses not previously addressed. Nursing theory and practice is developed as founded on anatomy and physiology of body systems, clinical manifestations of dysfunction in the system assessment of the body system, diagnostic procedures, pharmacologic interventions and medical and surgical interventions, in relation to biopsychosocial changes. Assessment of student outcomes is carried out with evaluation of clinical competencies and understanding, tests, and written assignments. Prerequisites: NSG 333.

NSG 335 | Nursing of Children | 3 credits

This course provides the student an opportunity to focus on children from birth through adolescence. This focus includes the effects of acute and chronic illness on growth and development in the acute and community care setting. The course further focuses on the education of the child and family on health promotion, disease prevention, and safety issues. Issues relating to Ethics and diverse cultural and spiritual groups will also be discussed. Prerequisites: NSG 210 and NSG 281 and NSG 292 and NSG 333 and NSG 350 and NSG 385.

NSG 350 | Health Assessment | 2 credits

This course is an introduction to physical assessment and interview skills necessary to assess the health status of clients across the lifespan. Concepts of communication, health literacy and patient centeredness are investigated as they impact health and risk assessment. Assessment and communication skills; development and application of cognitive skills to perform systematic, holistic and culturally competent health assessments; emphasis on application of clinical reasoning involving assessment, nursing diagnoses, intervention and outcomes.



NSG 360 | Pathophysiology | 3 credits

This course will build on the student's knowledge of anatomy and physiology by exploring the functional changes that result from injury and disease. It will further challenge the student to apply the principles of pathophysiology to pharmaceutical and nursing intervention provided to treat these functional changes. The overall intent is to facilitate student's clinical analysis and application of concepts related to pathophysiology including homeostasis, genetics, and environmental factors. Prerequisites: NSG 210 and NSG 281 and NSG 292 and NSG 350.

NSG 385 | Nursing Research | 2 credits

Students will develop an understanding of the critique and utilization of nursing research in this course. Quantitative research principles are introduced and students come to understand the application of nursing research in their practice in various clinical settings. Qualitative research principles are also introduced. Commonalities of quantitative and qualitative research will be explored. Students will employ critical thinking to evaluate the merit of nursing research studies, evidenced through the composition of papers, presentations and exams. Prerequisites: NSG 210 and NSG 281 and NSG 292 and NSG 350.

NSG 471 | Community Health Nursing | 6 credits

Students will be prepared to demonstrate an understanding of community based care in this course. Student learning is based upon population focused study that considers individuals, families, groups and communities. The student will utilize the concepts of self awareness, the nursing process and therapeutic communication to meet needs of clients and communities served. Cultural backgrounds will be explored as the student works with clients of diverse lifestyles. Pharmacology is addressed in relation to the nursing needs of individuals and groups. Prerequisites: NSG 311 and NSG 321 and NSG 334 and NSG 335 and NSG 350 and NSG 385.

NSG 480 | Nursing Leadership | 4 credits

Students will demonstrate an understanding of the healthcare environment and the impact it has on the role of the nurse manager and provision of nursing care. The student applies principles of leadership and management in care of clients in a variety of clinical settings. The student utilizes critical thinking skills and understanding of group dynamics as he or she addresses situations and problems and makes decisions within the practice of nursing. Prerequisites: NSG 311 and NSG 321 and NSG 334 and NSG 335 and NSG 385 and NSG 482.

NSG 482 | Health Care Ethics | 1 credit

Students will explore contemporary ethical issues in healthcare and factors that influence the ethical decision making process. Students utilize ethical norms, the Code of Ethics for Nurses and principles as well as critical thinking skills in examining situations, problems and/or concerns. Prerequisite: Senior level nursing or consent of instructor

NSG 488 | Critical Care Nursing | 3 credits

Students will synthesize assessment data and knowledge used in nursing intervention and management of clients with multi system life threatening conditions in this course. A variety of clinical sites will be utilized to provide the student with the opportunity to participate in patient care. Prerequisites: NSG 311 and NSG 321 and NSG 335 and NSG 350 and NSG 385.

NSG 490 | Senior Capstone | 4 credits

Senior Capstone provides the nursing student an opportunity to integrate previous knowledge and experience, develop self confidence, build expertise, enhance skills and begin the professional role transition in a health care setting selected by the student in collaboration with nursing faculty. Learning in the clinical setting is facilitated by an experienced baccalaureate prepared registered nurse who serves as a preceptor for the student. Content of the course also include relationships with other healthcare professionals, the political environment, legal issues, licensure requirements and responsibilities for nurses, educational preparation and various career options.



NSG 491 | NCLEX RN Preparation | 1 credit

Students will utilize structured and individualized study guides and assessments in preparation for the NCLEX RN examination. This course is to be taken in the final semester before graduation.

PED 100 | Introduction to Physical Education | 2 credits

This course is an orientation to the history, philosophy, goals and objectives of physical education.

PED 101 | Life Long Wellness | 1 credit

Students will develop an understanding of lifestyle choices that promote a healthy mind and body. Specifically, students will be able to recognize the life long benefit of mental and physical wellness practices and develop lifestyle goals and strategies that will increase or maintain positive levels of health.

PED 108 | Intercollegiate Athletics | 1 credit

This course involves regular and systematic participation and competition in intercollegiate sport. Student athletes that compete and use eligibility are eligible to register for this course during the semester that their sport ends its regular season of competition. The course will include lectures, and field experience through the head coach of the athletic sports at Mount Marty.

PED 133 | Gymnastics/Tumbling | 1 credit

This course is an introduction to basic gymnastics equipment, routines and safety considerations. Study and practice of the fundamental skills, techniques and safety involved in tumbling and matwork are addressed.

PED 135 | Dance | 1 credit

This course is the study of dance as it is related to physical education programs in the secondary and elementary school setting.

PED 200 | Fundamentals of Coaching | 3 credits

This course is a general overview of the fundamentals and principles of coaching. Topics on philosophy, organization, psychology, parents, methods, and practice planning are covered. This course is a prerequisite and serves as a basis for the other theory of coaching courses.

PED 211 | Individual/Dual Sports I | 1 credit

This course is the study and teaching of the fundamental skills, techniques, strategy and rules for activities common to middle school and high school physical education programs. Specific activities include badminton, bowling and racquetball.

PED 212 | Individual/Dual Sports II | 1 credit

This course is the study and teaching of the fundamental skills, techniques, strategy and rules for activities common to middle school and high school physical education programs. Specific activities include archery, golf and tennis.

PED 213 | Team Sports I | 1 credit

This course is the study and teaching of the fundamental skills, techniques, strategy and rules for activities common to middle school and high school physical education programs. Specific activities include soccer, flag football and basketball.

PED 214 | Team Sports II | 1 credit

This course is the study and teaching of the fundamental skills, techniques, strategy and rules for activities common to middle school and high school physical education programs. Specific activities include volleyball, softball and hockey.

PED 217 | First Aid & CPR | 2 credits

This course is based on American Red Cross Adult, Child, and Infant CPR/AED and Standard First Aid requirements. Student will have the option to become A.R.C. certified upon completion of the course.



PED 225 | Health and Wellness in Special Populations | 2 credits

This course is an introduction to the basic concepts of fitness and wellness screening and prescription pertaining to both healthy individuals and those considered to be in special populations. These special populations include the youth, elderly, pregnant women, overweight and obese individuals, and those with chronic diseases such as cardiovascular disease, diabetes, cancer, asthma, multiple sclerosis, and those with other disorders of the skeletal system.

PED 226 | Strength Training and Conditioning | 3 credits

The purpose of this course is to introduce the student to the principles, techniques and physiology behind strength training. Various topics relating to strength and resistance training will be discussed in detail including energy expenditure power, specificity, free vs. machine weights and the design of resistance programs. The goal is to provide students with theoretical and practical knowledge to design and supervise strength and conditioning programs for various populations.

PED 230 | Human Anatomy and Physiology | 3 credits

This course is a study of the structure and function of the human body emphasizing the body systems that maintain the human body. Importance is placed on broad, general anatomical and physiological principles as they apply to structure and function of the human body.

PED 254 | Sports First Aid: Prevention and Care of Athletic Injuries | 3 credits

This course involves general care, evaluation and in conditioning, use of heat and cold modalities and athletic nutrition. This course is a requirement for most coaching certificates.

PED 315 | Elementary Methods of Physical Education | 2 credits

This course is an introduction to the principles of teaching and evaluating the physical and health development of elementary school children (K 8). Lesson planning, curriculum development and supervision of the physical education program are covered.

PED 350 | Principles of Health | 3 credits

This course is the study of current health problems and the formation of a philosophy of health based upon an understanding of the human organism and the individual's responsibility to community health.

PED 353 | Biomechanics | 3 credits

This course is an analytic and synthetic study of body movements. Biomechanics and anatomical kinesiology are emphasized in lecture, discussion and lab. Prerequisites: BIO 204 or PED 230.

PED 382 | Adapted Physical Education | 2 credits

This course is the study of principles and programming techniques of physical education as it would apply to individuals in the classroom with special needs.

PED 440 | Organization/Administration of Physical Education/Athletic Programs | 2 credits

This course is the study of organization and management theory and practice as it relates to physical education, sports and the fitness industry. Emphasis will primarily be on elementary and secondary programs with consideration for special populations and the fitness fields. Students will be introduced to the practical application of theory as it relates to managing personnel and programs.

PED 450 | Exercise Physiology | 4 credits

In this course lecture, discussion and laboratory will revolve around the effects of physical activity on neuromuscular, cardiorespiratory and metabolic control mechanisms. Laboratories will demonstrate current applications in exercise testing. Prerequisites: BIO 204 or PED 230.



PED 451 | Secondary Health/Physical Ed Methods | 2 credits

This course is an introduction to the principles of teaching and evaluation for grades 6-12. Curriculum developments, class organization, lesson planning and guidelines for establishing a health and physical education program are covered. A unit on methods for measuring and evaluation unique to physical activities is included. Prerequisites: PED 100.

PED 485 | Internship | 2 to 12 credits

Students will gain professional experience on a full time or part time basis in areas of exercise/wellness in this course. The internship program provides practical experience in fitness/wellness industries, health promotion and/or health professions that will prepare students for entry level careers. Pass or unsatisfactory grades only. Prerequisite: faculty approval.

PHL 126 | Critical Thinking and Ethical Leadership | 3 credits

This course aims at teaching students to be able to 1) identify, formulate and evaluate arguments, 2) identify the nature of ethics and how ethics impacts and is impacted by religion and human intuition, 3) construct a logically correct ethical argument, 4) identify the details of several contemporary moral controversies, and 5) understand the fundamental place critical thinking and ethics have in effective leadership. This course is a prerequisite for all courses in Philosophy.

PHL 201 | Introduction to Philosophy | 3 credits

This course is a historical and critical introduction to Western philosophy through the study of classic and contemporary philosophers. Emphasis is placed on close textual reading, understanding philosophy in historical context, and using philosophy to reflect on experience and the search for truth. Prerequisites: BLI 101 or PHL 126.

PHL 202 | Philosophy and Popular Culture | 3 credits

This course discusses such questions as: What is popular culture? Why should it be studied philosophically? What are the messages and themes that underlie popular culture as seen in music, television, movies, and computer games? This course will seek to answer these questions and others by using concepts drawn from philosophy. Prerequisites: BLI 101 or PHL 126.

PHL 203 | Philosophy of Human Nature | 3 credits

Human beings are, as far as we know, unique in the universe in their abilities to reason and act. Human uniqueness and complexity has given rise to many different views about what humans are and how they fit into the universe. This course will explore and evaluate different answers to questions about human nature such as: do humans have free will? What is knowledge and what can we know? How does the mind relate to the body? Are we alone in the universe, or is there a God that created us? What is the meaning of life? Prerequisites: BLI 101 or PHL 126.

PHL 204 | Faith, Doubt and Reason | 3 credits

This course discusses such questions as: Is religious faith rational? Why should faith be studied philosophically? Are faith and doubt incompatible? Is religion dangerous? This course will seek to answer these questions and others by using concepts and methods of analysis drawn from the field of philosophy. Prerequisites: BLI 101 or PHL 126.

PHL 340 | Philosophical Ethics | 3 credits

This course explores how one morally ought to live. A few of the questions asked include: what is of fundamental moral value? What is happiness? What makes actions right and wrong? How can we know what is right and wrong? Is ethics objective? What are moral facets? Some of these questions are introduced and discussed in the Critical Thinking in Ethics course, however this class both goes into greater depth on those questions and explores other issues in moral theory and metaethics that are not discussed in the prerequisite. Prerequisites: BLI 101 or PHL 126.



PHL 341 | Knowledge and Reality | 3 credits

Epistemology is the study of human knowledge, and metaphysics the study of the fundamental nature of the world. This course is structured around questions of perennial philosophical importance: How do you know you're not now dreaming? What is knowledge, and what kinds of knowledge can we have? What makes you the same person you were before going to sleep last night? Do people have free will? What is time? In examining these questions, we will interact with the ideas of philosophers from several different periods: ancient, early modern, nineteenth and twentieth centuries. In addition, we will further develop our skills in the methods of philosophy, especially the construction and analysis of arguments. Prerequisites: BLI 101 or PHL 126.

PHL 350 | Peace and Justice | 3 credits

Students will examine the statement that human existence in the world is communal. What is the best kind of community for human beings? What makes for justice and peace within ourselves, in society, in the world? How ought a person to act in order to fulfill the Lord's commandment, "Love one another as I have loved you"? Some of the Church's teachings on peace and justice will be studied. Prerequisites: BLI 101 or PHL 126.

PHL 381 | History of Ancient and Medieval Philosophy | 3 credits

This course examines philosophy from its origins in ancient Greece into the Christian Middle Ages. Sources studied will be drawn from some of the most profound minds in history: the pre Socratic philosophers, Plato, Aristotle, the Stoics, Sextus Empiricus, St. Augustine, St. Anselm, St. Thomas Aquinas. Many of the views and institutions of the contemporary western world are built on the ideas of these thinkers, so studying them will not only help us to find truth, but also help us to understand our world today. Prerequisites: BLI 101 or PHL 126.

PHL 382 | History of Modern and Contemporary Philosophy | 3 credits

This course examines the views of various philosophers from the Enlightenment through today. Figures studied include Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant and a selection of contemporary philosophers, for example: Frege, Russell, Wittgenstein, Moore, Quine, Kripke, Chisholm, Lewis. These philosophers have deeply influenced our understanding of science, God, political institutions, justice, love, knowledge, and the mind, amongst many other topics. So, studying them will not only help us to find truth, but also help us to understand our world today. Prerequisites: BLI 101 or PHL 126.

PHL 490 | Senior Research | 2 credits

Students minoring in Philosophy will complete a major project focusing on research and scholarship. The project will be formally presented orally to department faculty and students.

PHY 111 | Physical/ Earth Science | 4 credits

This course is an introduction to the fundamental principles of the physical sciences (physics, chemistry, and earth science). The lecture and laboratory allow the student to understand the basic concepts of the physical sciences and then apply those concepts in the laboratory through guided inquiry. Lecture and laboratory.

PHY 112 | Earth Science Astronomy I | 1 to 2 credits

This course offers a broad introduction to the modern scientific understanding of our solar system, including: the apparent motions of sun, moon, and planets as seen from Earth; the history of astronomy; the formation of the solar system; and the properties of the planets. Lecture and laboratory.

PHY 113 | Earth Science Astronomy II | 1 to 2 credits

This course offers a broad introduction to the modern scientific understanding of our universe and the objects in it, including: the properties and evolution of stars, the structure and features of galaxies, and the birth and evolution of the universe. Lecture and laboratory.



PHY 114 | Astronomy | 4 credits

An overview of all the important topics in astronomy including the motion of objects in the sky, the history of astronomy, the physical principles needed to understand the universe, telescopes, the solar system, stars, galaxies and cosmology. Lecture and laboratory.

PHY 221 | Principles of Physics I | 4 credits

This is the first semester of an algebra based physics sequence. This course covers basic mechanics, including: kinematics, forces, energy, momentum, rotational motion, fluid dynamics, and simple harmonic motion. The lecture and laboratory allow the student to understand and apply the basic principles of physics through problem solving and experimentation. Lecture and laboratory.

PHY 222 | Principles of Physics II | 4 credits

This is the second semester of an algebra based physics sequence. This course covers the basic principles of thermodynamics, electricity and magnetism, electronics, and optics. The lecture and laboratory allow the student to understand and apply the basic principles of physics through problem solving and experimentation. Lecture and laboratory. Prerequisites: PHY 221.

PHY 223 | Calculus Based Physics I | 5 credits

This is the first semester of a calculus based physics sequence. This course covers basic mechanics, including: kinematics, forces, energy, momentum, rotational motion, fluid dynamics, and simple harmonic motion. These topics are covered in greater depth through the use of calculus and other advanced methods. The lecture and laboratory allow the student to understand and apply the basic principles of physics through problem solving and experimentation. Lecture and laboratory. Prerequisites: MTH 209.

PHY 224 | Calculus Based Physics II | 5 credits

This is the second semester of a calculus based physics sequence. This course covers the basic principles of thermodynamics, electricity and magnetism, electronics, and optics. These topics are covered in greater depth through the use of calculus and other advanced methods. The lecture and laboratory allow the student to understand and apply the basic principles of physics through problem solving and experimentation. Lecture and laboratory. Prerequisites: PHY 223.

POS 120 | American Government | 3 credits

This course introduces students to the American political system. Emphasis will be placed upon the Declaration of Independence and the U.S. Constitution, the development of the federal system, the functions of major and minor political parties, the struggle for civil liberties and civil rights, and the three branches of government.

POS 221 | State and Local Government | 3 credits

This course examines current political trends at the state and local level. Emphasis will be placed upon the position of the states within the federal system, local and state elections, city and county governance, and the state court system.

POS 245 | Political & Social Economics | 3 credits

Students will focus on the relationship of economics to social and political issues throughout the world in this course.

POS 310 | Service Learning | 1 to 3 credits

Students will perform volunteer service under supervision in a learning environment in this course. Prerequisites: POS 120 or POS 221.

POS 322 | Constitutional History and Law | 3 credits

This course introduces origins and development of the Constitution and subsequent major court decisions affecting constitutional law interpretations.



POS 346 | U.S. Diplomatic History | 3 credits

This course studies the origins and development of foreign policy from the Revolutionary Era through the Cold War period. The course features an emphasis on the development of the U.S. in the context of world history and a study of the various interpretations of American foreign policy. Prerequisites: HIS 228 or HIS 229.

POS 361 | International Relations | 3 credits

In this course, students will examine the wide range of interrelationships between nations. Points of investigation will include war and terrorism, international migration, globalization and the world economy, and human rights.

POS 370 | Korean and Vietnam Wars | 3 credits

This course will focus on two of the main events of the Cold War: the Korean and Vietnam Wars. Students will study the origins of the conflicts and focus on the role of the United States in these two events. Documentary films will be used extensively to provide a means by which to study and interpret these events. Students will also analyze “Hollywood” interpretations of the Vietnam War. Our goal will be to obtain an overall grasp of the significance of these events, as well as to discuss the various interpretations of these Cold War episodes.

POS 380 | Recent America: 1932 Present | 3 credits

This course offers a study of U.S. history from the election of FDR in 1932 to the present. The Great Depression, New Deal, World War II, Cold War and cultural developments are emphasized.

POS 485 | Internship | 3 to 12 credits

This course focused on use of political science principles in an applied setting. Students will work under supervision in an off campus placement. Goals and requirements are determined in consultation with faculty. Selected reading is required. Pass or unsatisfactory grades only. Prerequisite: 9 hours POS and consent of instructor

PSY 100 | Introduction to Human Service Profession | 1 credit

The purpose of this one credit course is to provide students interested in the psychology and human service fields of study with information on career options in the human service profession, help them identify their own skills and strengths and introduce them to establishing their own philosophy of helping others.

PSY 101 | Introduction to Psychology | 3 credits

This is an introductory survey course of the general content areas of psychology.

PSY 165 | Lifespan Development | 3 credits

Students will study the biological, psychological and social changes that occur during the periods of development from conception through childhood, adolescence, young to late adulthood and death. Emphasis is also placed on the major challenges and issues that affect each period of development.

PSY 225 | Foundations of Group Dynamics | 3 credits

Students will demonstrate an understanding of how and why groups form, how individuals communicate within a group setting and learn different theories of leadership and power. Students will also learn how groups make decisions, how to deal with controversy in a group, and how groups can transition into teams.

PSY 275 | Experimental Methods I | 3 credits

The logic and methodology of psychological research is described, along with the special problems concerning measurement, research logistics, and the interpretation of research results. There is a strong emphasis on the use of computers in the design and analysis of research. Prerequisite: PSY 101 Prerequisites: PSY 101.

PSY 276 | Experimental Methods II | 3 credits

Advanced methods in the collection and analysis of data are presented. Various research designs and their appropriateness for specific areas of study are reviewed. Prerequisites: PSY 275.

PSY 310 | Service Learning | 1 to 6 credits

The student does volunteer service under supervision in a learning environment related to the helping professions. Pass or unsatisfactory grading only. Prerequisites: PSY 100 and PSY 101.

PSY 316 | Health Psychology | 3 credits

This is an introductory course in the field of health psychology. This course will consider the history and research methods of health psychology. The role that stress, pain and coping play in health; as well as their impact on chronic disease will be examined. Ways of promoting health will also be considered. Prerequisites: PSY 101 or PSY 165.

PSY 317 | Sport Psychology | 3 credits

This is an introductory course in the field of psychology. This course will consider the history of sport psychology, motivation in sport and exercise, the effects of attention, emotion and mood on performance, cognitive and behavioral interventions in sport, the social psychology of sport and the psychobiology of sport and exercise. Applications to life beyond sports are also considered. Prerequisites: PSY 101 or PSY 165.

PSY 340 | Chemical Dependency & Human Behavior | 3 credits

In this course students will survey the use, abuse and addictive nature of alcohol and other mood altering drugs including the symptomology of alcoholism and other drug addiction. Examine the nature and complexity of mood altering chemical substances and current approaches to treatment and prevention of alcohol and other drug abuse. Prerequisites: PSY 101 or PSY 165.

PSY 341 | Introduction to Counseling | 3 credits

In this course students will study approaches to counseling with emphasis on gaining an understanding of basic theory concepts utilized in the helping professions. Emphasis is also placed on developing a personal philosophy of helping or counseling. Counseling topics explored include family issues, youth in trouble and substance abuse. Prerequisites: PSY 101 or PSY 165.

PSY 342 | Introduction to Alcoholism | 3 credits

This course will provide an introductory survey of alcoholism, a major public health problem in contemporary society. A review of the physiological, psychological and social effects of alcohol consumption, theories of causation, diagnosis, treatment and prevention of alcoholism. It will seek to form a balanced base of knowledge about a complex and controversial subject for both professional and personal applications. This course and Chemical Dependency & Human Behavior are South Dakota requirements for certification as a Chemical Dependency Counselor. Prerequisites: PSY 101 or PSY 165.

PSY 343 | Introduction to Group Counseling | 3 credits

This course provides an exploration of the approaches and process of group therapy that integrates ideas from different perspectives of group counseling. Students will gain an understanding on group process and the skills and techniques related to the stages of group processing and the application of group strategies to specific group counseling issues and populations. Prerequisites: PSY 341.

PSY 346 | Ethics Human Serv Chem Depend Profession | 3 credits

This course is an introduction to ethics and legal issues as they relate to the human service and helping professions. Basic knowledge of ethical standards and codes, client rights and responsibilities, and legal implications are emphasized. Specific emphasis is placed on confidentiality regulations, mandatory reporting requirements, non discriminatory practices, addiction issues, and technology applications. Prerequisites: PSY 341.



PSY 370 | Social Psychology | 3 credits

Students will do a study of how people interact and influence one another in this course. Topics include attitudes, roles, attraction, conformity, aggression, altruism, prejudice and group dynamics. Prerequisites: PSY 101 or PSY 165.

PSY 372 | Personality Theory | 3 credits

Students will do a study of the different theories of personality, the measurement of personality and current research on personality in this course. Prerequisites: PSY 101 or PSY 165.

PSY 374 | Abnormal Psychology | 3 credits

This course is an introductory study of behavior pathologies and predominant psychological disorders, with an emphasis on their causes, symptomology, diagnosis and treatment. Prerequisites: PSY 101 or PSY 165.

PSY 376 | Physiological Psychology | 3 credits

Students will study the relationship between physiological processes and human behavior in this course. Topics will include the various body senses, sleep, emotions and stress, reproduction, eating and drinking. Prerequisites: PSY 101 or PSY 165.

PSY 382 | Memory and Cognition | 3 credits

This course covers how people extract and use relevant information from their environment to guide behavior. Also covers memory, attention and other cognitive processes. Prerequisites: PSY 101 or PSY 165.

PSY 452 | Psychological Testing and Measurement | 3 credits

This course is an introduction to the theory, construction, administration and interpretation of standardized psychological tests. Tests considered include IQ assessments, attitude surveys, personality inventories and projective techniques. The issues of reliability, validity and standardization are also covered. Prerequisites: PSY 101 or PSY 165.

PSY 454 | History and Systems of Psychology | 3 credits

Students will trace the development of contemporary psychology from its early philosophical origins to the present in this course. An emphasis is placed on the era of modern psychology (mid 1800s to the present) with discussion of current issues and movements. Prerequisites: PSY 101 or PSY 165.

PSY 485 | Internship | 1 to 12 credits

The student works under supervision in an off campus placement. Goals and requirements are determined in consultation with faculty and internship supervisor. An internship project or applied research is required. Pass or unsatisfactory grades only. Prerequisites: PSY 310 and consent of the instructor. Prerequisites: PSY 310.

PSY 490 | Senior Seminar | 3 credits

This is a capstone course for the psychology major. Students will synthesize material from their course of study and integrate it into a final senior research project. Students will also develop leadership skills and explore graduate school options. Prerequisites: PSY 276.

PSY 498 | Senior Research | 1 to 2 credits

Students will get an opportunity to conduct a research project under the supervision of a faculty member. Travel/study is an option.

RAD 101 | Introduction to Radiologic Technology | 1 credit

This course gives students an introduction to the practice of radiologic technology, including an overview of the field and a brief introduction to each imaging and treatment modality. The primary component of this course is a practicum, consisting of a minimum of 20 hours of job shadowing in a medical clinic or hospital, under the supervision of a certified radiographer.



RAD 485 | Clinical Internship | 6 to 12 credits

This internship is the junior and senior year curriculum in radiologic technology, a two year clinical internship to be completed at an approved hospital. Since course work in the individual areas is distributed over the period, the entire internship must be completed to obtain credit. Policies concerning the internship are determined by each hospital where the program is offered. The student should consult the handbook developed by the hospital program for specifics. At the successful completion of the internship as determined by the hospital based program, the student will be granted a Bachelor of Science Degree in Radiologic Technology from Mount Marty University if all degree requirements have been met. Pass or unsatisfactory grades only.

REC 101 | Introduction to Recreation, Sports and Tourism Management | 2 credits

An introduction of recreation, sports, and tourism as it is implemented in our society today. This course will cover the basic concepts of the recreation, sports, and tourism profession and how these apply to various contemporary work settings. The course will explore what skill sets and responsibilities it takes to be a manager in recreation, sports, or tourism industries.

REC 212 | Biking and Hiking | 2 credits

This course is an introduction and study of the basic skills, equipment and safety of biking and hiking in community and park settings. Access to a bicycle and helmet required.

REC 213 | Small Crafts | 1 credit

This is an introductory study of the basic skills of canoeing, kayaking and paddle boarding

REC 214 | Skiing | 1 credit

This course is an introduction of the basic skills of downhill skiing and is intended for those who do not know how to ski. Field trips required.

REC 220 | Introduction to Archery | 2 credits

This course is an introduction to the sport of archery as it is implemented in an outdoor or indoor setting. We will discuss the lifelong benefits and advantages of learning the sport of archery. Students taking this course have the option to earn a Level 1 archery instructor certification through USA Archery and the National Field Archery Association.

REC 223 | Community Recreation, Sports and Tourism | 2 credits

This is a field and classroom study of community recreation, sports and tourism facilities, activities, and employment on the local level. The class will study local parks and facilities to learn the everyday organization and planning that goes into a community recreation, sports and tourism department's programming at the local level.

REC 225 | Parks and Sports Facility Management and Maintenance | 3 credits

The course will study the planning, management and maintenance of recreation, parks, and sports facilities.

REC 341 | Camping/Outdoor Recreation | 2 to 4 credits

With this course outdoor camping and recreation will offer students experience in learning and organizing a leisure camping and fishing activity. Field experiences are part of this class. Prerequisites: REC 100.

REC 345 | Commercial Recreation, Sports and Tourism | 2 credits

This course will be covering specific methods of planning, organizing, funding, marketing, and advertising in commercial businesses related to recreation, sports, and tourism.

REC 382 | Adapted Recreation | 2 credits

This course is the study of providing recreational opportunities to individuals in community settings who have special needs.



REC 485 | Internship | 3 to 12 credits

This course is designed for students to have a hands on field experience in recreation at the city, state, commercial, or federal level. Instructor is not solely responsible for placement for the internship. Pass or unsatisfactory grades only.

SOC 100 | Introduction to Sociology | 3 credits

In this course, students will engage their sociological imagination in order to examine a wide range of topics. Areas of emphasis will include sociological theory, social institutions, issues related to prejudice and discrimination, the family, the sociology of medicine, deviance and social change.

SOC 202 | Marriage and Family | 3 credits

Students will study the family as a universal institution from a social scientific point of view including cross cultural perspectives. Topics include the structure and functions of families, historical perspectives, dating, marriage adjustment, gender roles, parenting, childrearing and the middle and later years of marriage.

SOC 225 | Foundations of Human Relations | 3 credits

In this class, students will examine human relations from the perspective of the sociologist. Topics that will be discussed include social science research methods, culture and communication, sexism, racism, classism and ageism.

SOC 340 | Chemical Dependency & Human Behavior | 3 credits

In this course students will survey the use, abuse and addictive nature of alcohol and other mood altering drugs including the symptomology of alcoholism and other drug addiction. Examine the nature and complexity of mood altering chemical substances and current approaches to treatment and prevention of alcohol and other drug abuse. Prerequisites: PSY 101 or PSY 165.

SOC 341 | Introduction to Counseling | 3 credits

In this course students will study approaches to counseling with emphasis on gaining an understanding of basic theory concepts utilized in the helping professions. Emphasis is also placed on developing a personal philosophy of helping or counseling. Counseling topics explored include family issues, youth in trouble and substance abuse.

SOC 342 | Introduction to Alcoholism | 3 credits

This course will provide an introductory survey of alcoholism, a major public health problem in contemporary society. A review of the physiological, psychological and social effects of alcohol consumption, theories of causation, diagnosis, treatment and prevention of alcoholism. It will seek to form a balanced base of knowledge about a complex and controversial subject for both professional and personal applications. This course and Chemical Dependency & Human Behavior are South Dakota requirements for certification as a Chemical Dependency Counselor.

SOC 343 | Introduction to Group Counseling | 3 credits

This course provides an exploration of the approaches and process of group therapy that integrates ideas from different perspectives of group counseling. Students will gain an understanding of group process and the skills and techniques related to the stages of group processing, and the application of group strategies to specific group counseling issues and populations. Prerequisites: SOC 341.

SOC 360 | Minority Studies | 3 credits

This course offers a study of racial and ethnic minorities. In addition to an emphasis upon dominant minority relations, students will focus upon the unique experiences of Native Americans (a special emphasis will be placed upon the Native American experience in the state of South Dakota), East and Southeast Asian Americans, Middle Eastern Americans, African Americans, Latino/a Americans and European Americans. Students will also consider religious minorities and past and present sexual discrimination found in the United States.



SOC 377 | Human Relations Skills | 3 credits

This course is concerned with helping students develop an awareness of and understanding into the various theoretical premises surrounding issues of diversity and multiculturalism. There is an emphasis placed on recognizing and dealing with biases, stereotyping, power and privilege, difference and identity. Techniques to enhance interpersonal relations as well as classroom instruction in today's multicultural classrooms are addressed. This course meets the South Dakota Human Relations requirement for all individuals desiring to be certified to teach in South Dakota

SOC 480 | Sociological Theory | 3 credits

Students will study classical and contemporary sociological theory, including a survey of the major European and American founders of the discipline. Prerequisites: SOC 100.

SOC 485 | Internship | 3 to 12 credits

This course offers use of sociological principles in an applied setting. The student works under supervision in an off campus placement. Goals and requirements are determined in consultation with faculty and field supervisor. Selected project and reading is required as well as relating classroom learning to their intern experience. Pass or unsatisfactory grades only. Prerequisites: PSY 310.

SOC 498 | Independent Research | 1 to 4 credits

Students will have the opportunity to conduct a research project under the supervision of a faculty member in this course. Travel/study is an option.

SPE 220 | Field Experience in Special Education | 1 to 2 credits

This course is designed to give students practical experience in a special education setting usually for two hours per week. Students spend time observing, tutoring or assisting special education teachers as he/she deems appropriate. A student may enroll in SPE 220 for additional 1 2 credit hours. Pass or unsatisfactory grades only. Prerequisite: Acceptance into teacher education program.

SPE 260 | Psychology of the Exceptional Individual | 3 credits

This course offers an overview of physical, mental, emotional and medical exceptionalities that affect growth and development. Etiology, characteristics and federal regulations affecting educational programming of students with disabilities are emphasized. The IEP/ITP/IFSP process is presented and the student conducts case studies in an effort to understand each process. Special education law is an area of concentration as is disability awareness.

SPE 261 | Behavior and Group Management | 3 credits

This course is a survey of individual and group management techniques using a variety of methods based on humanistic, behavioral, cognitive and psychological theories. There is a special emphasis placed on understanding children with behavioral/emotional disabilities. The course is designed to help develop and implement positive behavior management to include interventions, strategies and supports as appropriate for an individual student. A strong emphasis is placed on special education law and the IEP process. Prerequisites: SPE 260.

SPE 270 | Interacting with Parents/Professionals | 3 credits

This course is designed to increase knowledge in the field of special education. The major emphasis of the course is to help the pre service teacher interact effectively with parents, professionals and students with special needs. Through case studies, students study, discuss, share and simulate effective ways to communicate information with parents and other professionals in an educational setting. Students will develop IEPs. Prerequisites: SPE 260.



SPE 320 | Practicum in Special Education | 2 credits

This course offers the students experience in a special education setting and is recommended for all education majors prior to student teaching. It involves a minimum of two weeks of full day in school activities including observation, aiding, lesson preparation and teaching. Pass or unsatisfactory grades only. Prerequisite: Acceptance into the department.

SPE 360 | Assessment of Exceptional Learners | 3 credits

This course is designed to investigate a wide variety of assessment materials. Students will explore traditional as well as authentic assessment procedures including multiple intelligence theories. Students will utilize various forms of assessment including but not limited to: formal, informal, standardized, non standardized, teacher made, authentic and portfolio.

SPE 361 | Diagnostic Instruction: Early Transition | 3 credits

This course is an introduction to analysis of task and sequence of instruction, leading to the development, implementation and evaluations of instructional techniques and strategies used in meeting the needs of students on IEPs, IFSPs and ITPs. A special emphasis on early childhood and transition and special education law is included. The student develops IEPs, IFSPs and ITPs.

SPE 390 | Consultation & Collaboration & Inclusion | 3 credits

This course is designed to increase the students' knowledge in the field of special education. The major emphasis of this course is to help pre service teachers in their professional interactions by sharpening their interpersonal communication skills. Students will demonstrate the ability to work cooperatively and respectfully with others and to communicate effectively in both written and oral modes, in an effort to meet the needs of children with disabilities. This will be achieved by demonstrating hospitality and community. Another major emphasis of this course is to increase the students' knowledge on the concept of inclusion lesson modification. Development and implementation of supplementary aids and services, program modifications and support necessary for students with disabilities to be involved and progress in the general curriculum. The students will examine strategies to include students with disabilities in the general curriculum with dignity, hospitality, community and justice in accordance with Benedictine values.

SPE 440 | Curriculum and Instructional Strategies | 3 credits

This course is designed for student teachers and is taught during a block of classes at the beginning of the special education student teaching semester. This is an intensive course dealing with all previously gained special education knowledge in such areas as inclusion of special needs students, special education law, employment for mildly disabled students and various instructional models. The major emphasis of this course is to add strategies to the student teacher's repertoire which will aid in the education of students with mild disabilities, including but not limited to: assessment in language, problem solving, curriculum based measurements, whole language, reading, math and general best practices.

SPE 442 | Learning Disabilities: Methods/Materials | 3 credits

This course is designed to be taught as part of the block class schedule during the first part of the special education student teaching semester. This course deals primarily with special needs students who have learning disabilities. This course reviews special education law including any current law or court cases regarding disciplining students with disabilities, reviews professionalism in special education and prepares the student teacher to combine past knowledge during the student teaching experience.

SPE 460 | Special Education Student Teaching | 10 credits

This student teaching experience is for the student seeking certification to teach K 12 special education. The student teacher observes and teaches in a special education setting under the guidance of a cooperating teacher, principal and university supervisor. Pre service teachers monitor the progress of students toward the IEP goals. Pass or unsatisfactory grades only. Prerequisite: Acceptance by Teacher Education Committee



SPE 485 | Internship | 1 to 3 credits

This course is designed to empower students to prepare for the field of social services with an emphasis in disability services. The students will study theory, description, and practice that emphasizes each person's abilities within the context of disabilities. The course is designed to examine the historical and societal context regarding the treatment of people with disabilities. During the hands on component of the course students will develop and implement a model for working with people with disabilities in a practical setting. This model will include the importance of including people with disabilities in society. Pass or unsatisfactory grades only.

SPN 101 | Elementary Spanish I | 3 credits

Elementary Spanish is a beginner's study of functional Spanish with an emphasis on verbal communication in real life situations. The course addresses the structure and pronunciation of Spanish within a framework designed to develop basic listening, speaking, reading and writing skills.

SPN 102 | Elementary Spanish II | 3 credits

Elementary Spanish II is the continuation of Elementary Spanish I in the study of functional Spanish with an emphasis on verbal communication in real life situations. The course further addresses the structure and pronunciation of Spanish within a framework designed to develop basic listening, speaking, reading and writing skills. Prerequisites: SPN 101.

SPN 203 | Intermediate Spanish I | 3 credits

Intermediate Spanish builds on the linguistic skills developed in Elementary Spanish I and II and involves continued development of Spanish grammar, conversation practice, broad vocabulary development and reflection on cultural perceptions and practices. Graded reading is introduced with increased practice in composition and conversation. Prerequisite: SPN 102 or two or more years of high school Spanish.

SPN 204 | Intermediate Spanish II | 3 credits

Intermediate Spanish II builds on the linguistic skills developed in Intermediate Spanish I, and involves continued development of Spanish grammar, conversation practice, broad vocabulary development and reflection on cultural perceptions and practices. Graded reading is introduced with increased practice in composition and conversation. Prerequisites: SPN 203.

SPN 205 | Spanish Readings and Grammar | 3 credits

This course continues building on the listening, speaking, reading and writing skills developed in Elementary and Intermediate Spanish. Reading is one of the most effective means of helping students to improve language acquisition. Research studies have shown that reading improves writing, vocabulary building and understanding of complex grammatical structure in a second language. SPN 204 and/or four years of high school Spanish. Prerequisites: SPN 204.

SPN 360 | Advanced Composition & Conversation | 3 credits

This course offers students practice in conversational Spanish and narration; oral and written composition on reading and experiences of students; emphasis on idioms and acquisition of active vocabulary and fluent speech. Prerequisites: SPN 204.

SPN 361 | Survey of Spanish Culture & Literature | 3 credits

This course offers an introduction to the Spanish literature and culture from the beginning to the 20th Century. Prerequisites: SPN 204.

SPN 369 | Applied Spanish | 3 credits

Credit may be granted to students who spend several weeks in a Spanish speaking country, studying, working, and/or living with a Spanish speaking family. Prior to the experience, the student in conjunction with departmental faculty, will evaluate the course of study and other activities to determine potential projects and options for credit. Upon completion of the program, students will provide documentation of their experience, which will be evaluated by the department for credit.



SPN 387 | Spanish Art, Literature & Life | 3 credits

This course is the study of the art, literature and life of the Spanish speaking world. The objective is to introduce the student to literary works by both Spanish and Spanish American writers and to the rich and diverse contributions of Hispanic artists to the fine arts. Prerequisites: SPN 204.

SPN 388 | Spanish Civilization & Culture | 3 credits

This course is the study of Hispanic history and culture. The course consists of twelve thematic essays. The essays present both historical and contemporary topics that serve to introduce the student to various aspects of Hispanic traditions, customs and values. A strong emphasis is placed on culture contrast in order for the student to relate the materials to his or her own experiences. Prerequisites: SPN 204.

SSC 272 | World Regional Geography | 3 credits

This course introduces students to the physical, cultural, economic and medical geography of the earth's many sub regions, including the Americas, Europe, the Middle East and North Africa, Sub Saharan Africa, as well as Asia and the Pacific Rim.

STH 100 | Theatre Appreciation | 3 credits

A theatre experience for the non major, this art form comes alive through demonstrations, guest artists, field trips to live theatre performances, along with hands on activities and lectures.

STH 117 | Theatre Practicum | 0-1 credit

This hands on course helps students prepare for and participate in theatrical production on campus in a variety of areas; acting, assistant directing, stage management, set construction, lighting, sound, props, costumes, box office, marketing, publicity, etc. Credit is based on class attendance, participation by students as members of the production company, and written reflection.

STH 125 | Introduction to Acting | 2 credits

An introductory acting course where students will explore the systematic processes involved in taking a character from page to stage through monologue, scenework, games and improvisation.

STH 130 | Speech Communications | 3 credits

Designed for students to develop proficiency in public speaking situations with emphasis on content, organization and delivery of five major presentations for various purposes and occasions. An analysis component is included as well as a service learning communication assignment.

STH 201 | Oral Interpretation | 2 credits

A directed experience in the process of selection, analysis and presentation of material including prose, poetry and drama. In addition to solo interpretation, students will participate in group interpretation of readers' theatre.

STH 202 | Creative Dramatics | 1 to 2 credits

Immersion into hands on participation with the basic creative drama components. Through active experiential exercises, students will develop the skills to successfully facilitate creative dramatics exercises into the classroom, camp or theatre setting.

STH 203 | Costumes and Makeup | 2 credits

Students will work towards achieving proficiency in the principles and skills associated with theatrical costumes and makeup. Focus will be placed on practical application skills including the care and use of materials in each area.

STH 204 | Stagecraft | 3 credits

An "all hands on deck" course where students will build, rig and paint scenery pieces for class and/or production use. Students will become familiar with the organizational, safety, tool and equipment needs associated with technical theatre.



STH 210 | Lighting and Sound Design | 2 credits

Solid coverage of the basic theories and practices associated with lighting and sound operation for staged events. A broad study of instrumentation, equipment, and software, as well as hands on experiences in the design and execution of lighting and sound plots.

STH 213 | Crime, Literature and Film | 3 credits

Crime Literature and Film is a reading course. The primary texts and films are from the 20th and 21st century. We will be primarily looking at fiction, nonfiction, film noir and documentaries and will discuss other forms of expression. Part of exploration will be to interrogate the boundaries between story and essay, fact and fiction, movies and documentaries. Prerequisites: ENG 103.

STH 221 | Movement | 2 credits

A rewarding opportunity for students to find new ways of communicating through movement. From stage combat to physical comedy, from performing emotional demanding characters to identifying exciting movement possibilities all around, students will find this experience exhilarating and fun.

STH 223 | Great Directors and Their Films | 3 credits

This course provides a study of the best American and foreign film directors of the 1900's, 20th century and early 21st century will be done through their narrative films, examining their themes, narrative and technical styles, influence on filmmakers and cultural/historical values and trends. This course satisfies the general education literature requirement.

STH 224 | Literature and Film | 3 credits

A study of films made from literature, the course will involve analysis and comparison of both texts and film; their modes of representation, characterization and story telling, establishing what is lost and also at times what is gained by the filming process. Selections of contemporary and historically important films will be viewed and analyzed, including the study of film as a mirror of national and regional culture, cinematic form and personal style. This course satisfies the general education literature requirement.

STH 260 | Playwriting | 2 credits

Explore the material and the techniques used by playwrights in the creation of theatrical scripts. Students will analyze extant playscripts, craft and stage readings of their own original scripts, and use aesthetic criticism to revise, improve and produce their work.

STH 319 | Scenery and Props | 2 credits

Design and build furniture and hand props for the stage using a variety of techniques and materials. This hands on course includes projects which may or may not be used in an actual production. Prerequisites: STH 204.

STH 320 | Interpersonal Skills in Communication | 3 credits

Students will learn the application theory of communication processes in this course, with an emphasis on the execution of basic interpersonal skills found when communicating with individuals. Emphasis will be placed on effective communication for problem solving. Prerequisites: STH 130.

STH 330 | Scenic Painting | 2 credits

Stir the paint, select a brush and try your hand at a variety of techniques of painting for the stage. Color theory, mixing, texture and alternative materials will be discussed and used to provide the basis for in class work.

STH 349 | History of Film | 3 credits

The first audience watched a motion picture flicker on a screen in 1895, a little over a century ago. In just over one century the movies have developed from a simple recording device to a complex art and business. Today film stands on its own as a distinct means of artistic expression. The purpose of this course is to explore the history of film on both the international and American scenes. Since it is one of the major arts to have evolved



within the past century, it can be vividly respected as a significant contribution to our understanding of the culture and history of our daily lives. The course is limited to narrative fiction film and will analyze the film as a mass medium of cultural communication. Prerequisites: ENG 104.

STH 355 | Shakespeare's Drama | 3 credits

This course focuses on developing an appreciation of both theatrical and literary aspects of selected Shakespearean tragedies, histories and comedies. This course satisfies the general education literature requirement. Prerequisites: ENG 104.

STH 361 | Play Directing | 3 credits

A practical experience in the techniques of play production and stage direction through classroom experiments and one workshop production. Prerequisites: STH 125.

STH 366 | Stage Management | 3 credits

Students intrigued by the responsibilities of a stage manager will learn how to create a prompt book, perform CPR and basic first aid procedures, communicate effectively and run a production meeting. In addition, students will develop the skills necessary to effectively function in the business, personnel and administrative areas of the theatre, to include budgeting, marketing and front of house operations.

STH 376 | Theatre History and Literature I | 3 credits

Investigate theatre from the Greeks through the Renaissance by examining visual, written and performance traditions. This course satisfies the general education literature requirement.

STH 380 | Theatre History and Literature II | 3 credits

Independent from STH 376, this investigation of theatre will cover the Neo Classical period through the contemporary theatre scene through examining visual, written and performance traditions. This course satisfies the general education literature requirement.

STH 422 | Drama in the Church | 2 credits

An in depth study of Christian drama during the Medieval Period. In addition, the course will explore contemporary practices and current opportunities in drama ministry.

STH 435 | Theatre Management | 3 credits

This course is designed to prepare students with the skills necessary to effectively function in the business and administrative areas of the theatre. Students will develop a marketing plan, budget and a business plan for theatre organization, as well as get hands on experience with front of house operations.

STH 485 | Internship | 1 to 16 credits

Practical experience in an off campus setting to complement classroom instruction. The project undertaken will be established by the student and faculty advisor in cooperation with the off campus supervisor. An oral or written reflection is required upon the completion of the project. Academic credit requires the approval of department faculty and/or advisor. Pass or unsatisfactory grades only.

STH 490 | Senior Capstone | 2 credits

A hands on upper level course where students will implement a realized theatre project in the local or regional community or within MMU's Theatre Department. During their senior year, students will design, direct, and/or produce a project for a specific production of their particular interest or availability (possibly including, but not limited to, performance showcase, educational and/or community theatre, interactive theatre, original theatrical productions, or drama ministry). Pass/unsatisfactory grades only. Prerequisites: STH 361.

THL 125 | The Wisdom of Benedict | 1 credit

The student will explore the integration of his/her spiritual, emotional and physical self using the Rule of Benedict as the primary guide. This course will allow the student to



explore the heritage of Benedictine values and to discover its use as a guide for individual and communal life. Throughout the class there will be opportunities to share the common heritage of Catholic teachings and to explore how those teachings impact the development of an individual who is “fully human and fully alive.”

THL 150 | Introduction to Christianity | 3 credits

This introduction to Christian faith examines, in broad strokes, the development of Christian Scriptures as a faith community's account of its continuing experience of God; understanding and articulation of this God experience through beliefs expressed in the Nicene creed; worship rituals for entering and deepening communion with the Christian community. Students will explore key aspects of Christian belief and practice that Catholic and major Protestant traditions hold in common as well as major areas of difference.

THL 230 | Biblical Studies | 3 credits

Using approaches of modern academic biblical study rather than literal interpretation, this course introduces students to contemporary methods and resources for interpreting the Bible. Students will survey major themes, concepts and symbols in the Hebrew and Christian scriptures. Prerequisites: BLI 201 or THL 150.

THL 250 | The Old Testament | 3 credits

This course explores the history and theology of the Old Testament Scriptures with a special focus on the history of Israel, the Israelites' developing image of God, the role of the prophet, the rise and fall of kings and the changing understanding of messiah. It will also investigate the role that wisdom literature played in the worship and identity of the Israelite people. Prerequisites: BLI 201 or THL 150.

THL 251 | The New Testament | 3 credits

Introduction to the history, literature, interpretation, theology, and basic content of the New Testament. Attention will be given to the character, background, and central themes of the New Testament as a whole, and to the authorship, date, setting, theme, purpose, structure, and general content of its individual books. Important New Testament issues, events, and persons will also be highlighted. Prerequisites: BLI 201 or THL 150.

THL 260 | Vatican Council II: Church in Transition | 3 credits

This course offers an introduction to the Second Vatican Council (1962-1965), the twentieth council in the history of the Catholic Church. The Council has been called the most significant event in the history of western Christendom since the Protestant Reformation and prompted more change in the Catholic Church in ten years than had taken place in the previous hundred years. The course surveys the debates over how to interpret the documents promulgated by the Council and the changes that have been implemented since the Council. Prerequisites: BLI 201 or THL 150.

THL 261 | Understanding the Catholic Faith | 3 credits

This course explores Catholicism by focusing on its sacramental and communal nature in order to understand what makes Catholic Christianity distinctive from Protestant Christianity. The objective of the course is not to argue that one form of Christianity is better than the other. Rather, it is to delve more deeply into the nature of Catholicism and how its sacramental worldview and communal nature shape its practices and traditions. Prerequisites: BLI 201 or THL 150.

THL 270 | World Religions | 3 credits

This course studies the five major religions of the world with an emphasis on how those faith groups answer the following questions: What is the nature of God? What is the nature of humankind? What is the fundamental problem facing humanity? How is this problem of life overcome? What is gained by overcoming the problem? The course will use phenomenological, comparative religion and philosophy of religion approaches as its bases for answering these questions. The course will also look at other approaches to the study of religious ritual, practice and tradition. Prerequisites: BLI 201 or THL 150.



THL 280 | Introduction to Theology | 3 credits

This course presents theology as a mode of faith seeking understanding. Students will examine in greater depth the experiences, beliefs and practices essential for Christian faith. Questions to be explored include: Who or what is God? What is the relationship of Jesus to God? What is revelation? What is meant by “grace,” “sin,” and “redemption?” Why should a Christian be concerned with the world in which we live? Prerequisites: BLI 201 or THL 150.

THL 301 | Catholic Moral Theology | 3 credits

Rather than viewing morality as external rules imposed upon the Christian, this course explores Christian morality as a matter of an interior conversion of heart accompanied by authentic and fruitful action. Through the exploration of personal experience and theological reflection, this course will examine contemporary Christian moral life through discussion and reading of the Catholic tradition. Among the topics examined are love, sin and the corporeal works of mercy. Prerequisites: BLI 201 or THL 150.

THL 321 | Synoptic Gospel | 3 credits

The Gospels of Matthew, Mark, and Luke are the earliest surviving accounts of the life and ministry of Jesus. This course will provide a detailed examination of these texts, paying special attention to the distinctive portrait of Jesus that each gospel presents. Some topics of study will include (but are not limited to): various theories regarding the so called “Synoptic Problem”; the relationship of the Synoptics to non canonical texts; and a general introduction to critical methods in Gospel analysis such as literary, redaction, socio historical, and tradition critical. Prerequisites: BLI 201 or THL 150.

THL 322 | Johannine Literature | 3 credits

A general introduction to the Gospel of John, I II III John, and the Book of Revelation from the perspective of contemporary Biblical scholarship, with special emphasis on the history, theology, Christology, and spirituality of Johannine Literature and its relevance today. Prerequisites: BLI 201 or THL 150.

THL 324 | Exodus/Sinai Narratives | 3 credits

This course will aid the students in their knowledge of the content and interpretation of the Books of Exodus Deuteronomy. These books, together with the book of Genesis, have traditionally been regarded as the Books of Moses. They contain the story of the escape from Egypt, the giving of the Law at Mt. Sinai and the Wilderness Wanderings. There are a number of important themes that are still relevant to us today as Christians. We will explore these books with their themes and concepts as they might be applied to our lives as Christians. Prerequisites: BLI 201 or THL 150.

THL 325 | Old Testament Prophets and Prophecy | 3 credits

This course provides an overview of the office of prophet in Israel. There will be an investigation of the role of Old Testament prophets with a presentation of the basic message of each of Israel's writing prophets. Attention will be given to the former prophets of the OT, with consideration of their audience and activities. Focus will be directed on the ethical dimension of the written prophetic message and its relevance in the modern world. Prerequisites: BLI 201 or THL 150.

THL 330 | Jesus the Christ | 3 credits

The main purpose of this course is to enable students to formulate an intelligent and reflective response to the gospel question, “Who do you say that I am?” Major issues treated include: the Jesus of history and the Christ of faith; biblical Christology; heresies and councils; contemporary approaches to the ancient Christian belief that Jesus the Christ is fully human, fully divine. Prerequisites: BLI 201 or THL 150.

THL 332 | Catholic Symbol and Sacrament | 3 credits

Against a background of human and Christian symbol and ritual, this course examines the scriptural bases, historical development, and contemporary theology and practice of seven ritual sacraments. The sacraments common to most Christians (Baptism, Confirmation and Eucharist) receive major emphasis. Prerequisites: BLI 201 or THL 150.



THL 334 | Christian Marriage and Family | 3 credits

This course is a theological reflective approach to Christian marriage and family as covenant and sacrament. Contemporary practice and experience will be explored through historical and theological background, preparing students to understand marriage and family in a Christian context. This course is recommended for persons in all states of life as well as those contemplating marriage. Prerequisites: BLI 201 or THL 150.

THL 361 | History of Christianity | 3 credits

This course introduces the origins of Christianity and the subsequent history of the Christian church. The developments of doctrines, the rise of monasticism and the impact of Christianity on world history are emphasized.

THL 490 | Senior Research | 3 credits

Students majoring in Theology will complete a major project focusing on either research and scholarship or ministry activity. The project will be formally presented orally to department faculty and students. Minors may take this seminar but are not required to do so. Prerequisite: Completion of at least 75% of course work for the major or minor .



FACULTY

Division of Arts & Humanities

Anders, Paul (2010) Associate Professor. Ph.D., University of Wisconsin-Madison, 2009; M.A., University of Wisconsin-Madison, 2001; M.Div., Trinity International University, 1997; M.A., San Diego State University, 1993; B.S., University of California-Los Angeles, 1986.

Connell, Brandon (2017) Assistant Professor. M.M., University of Nevada 2015; B.A., Saint Ambrose University, 2006.

Heron, Jason (2017) Assistant Professor. Ph.D., University of Daytona, 2016; M.A., Ashbury Theological Seminary, 2009; M.A. University of St. Thomas, 2006; B.A., Indiana Wesleyan University, 2003.

Henrickson, Andrew (1997) Associate Professor, Director of Theatre. M.F.A., University of South Dakota, 1987; B.S., South Dakota State University, 1982.

Hovland, James (2017) Instructor. M.F.A., University of South Dakota, 2012; B.A., Mount Marty College, 2009.

Kahle, David (1991) Associate Professor/Director of Bede Art Gallery. M.F.A., University of South Dakota, 1987; B.F.A., Bowling Green State University, Ohio, 1984.

Lafferty, Sister Theresa, OSB (2012) Assistant Professor. Ph.D., The Catholic University of America, 2010; M.A., Saint Charles Borromeo Seminary, 1997; M.S., University of Pennsylvania, 1986; B.A., University of Pennsylvania, 1985.

Lofthus, Richard (1989) Professor. D.A., University of North Dakota, 1988; M.A., University of North Dakota, 1983; B.S.Ed., University of North Dakota, 1979; Diploma of Christian Studies, Regent College, 1977; B.A., University of North Dakota, 1976.

Olson, Scott (2015) Instructor. B.M.E., South Dakota State University, 1981.

Reese, Jim (2006) Division Chair/Associate Professor/Director of the Great Plains Writers Tour/Editor, Paddlefish. Ph.D., University of Nebraska-Lincoln, 2006; M.A., University of Nebraska-Omaha, 2002; B.S., Wayne State College, 1996.

Rutten, Joseph (2017) Assistant Professor/Director of the Benedictine Institute for Leadership, Ethics and Social Justice. M.A., Augustine Institute, 2016; B.A., University of St. Thomas, 2012.

Sullivan, James (1984) Professor. Ph.D., St. Louis University, 1982; M.A., Creighton University, 1974; B.A., Creighton University, 1972.

Division of Education

Brown, Sandra (1972) Director of Library/Assistant Professor. M.A., University of South Dakota, 1979; B.A., Mount Marty College, 1972.

Climer, Candice (2010) Associate Professor. Ed.D., University of South Dakota, 2014; M.A., University of South Dakota, 2008; B.A., Mount Marty College, 2005.

Chrystal, Sister Candyce, OSB (1991) Associate Professor. Ph.D., Marquette University, 1991; M.Ed., Marquette University, 1989; B.A., Mount Marty College, 1973.

Flahie, Daniel (2017) Assistant Professor. M.S., Wayne State College, 2017; B.S. Dakota State University, 2015; A.A., Grays Harbor Community College, 2012.



Hof, Chris Conroy (1993) Associate Professor. Ed.D., University of South Dakota, 1994; Ed.S., University of Missouri, 1990; M.A., University of South Dakota, 1984; B.S., University of South Dakota, 1982.

McCuin, Deborah (2012) Associate Professor/Director of Graduate Teacher Education. Ph.D., Colorado State University, 2012; M.Ed., Arizona State University, 1992; B.A., Westmont College, 1985

Riibe, Erin (2009) Division Chair/Associate Professor. Ed.D., University of South Dakota, 2015; M.A., University of South Dakota, 2007; B.A. Mount Marty College, 2003.

Weber, Jennifer (2017) Assistant Professor. Ed.D., University of South Dakota, 2012; M.Ed., South Dakota State University, 2003; B.A., South Dakota State University, 1998.

Division of Natural Science

Dececchi, T. Alexander (2019) Assistant Professor. Ph.D., McGill University, 2012; B.S., Queen's University, 2005.

Gacnik, Sister Bonita, OSB (1989) Professor. Ph.D., Nova Southeastern University 2003; M.A., University of South Dakota, 1989 & 1988; B.S., Southern Colorado State College, 1970.

Gibson, Kathleen (2016) Assistant Professor. Ph.D., South Dakota State University, 2015; M.S., South Dakota State University, 2007; B.S., Northern State University, 1999.

Rice, Timothy (2017) Associate Professor. Ph.D., Miami University, 1998; M.S., Miami University, 1992; B.A., Thomas Moore College, 1990.

Wu, Chun (2005) Division Chair/Professor. Ph.D., University of New Mexico, Albuquerque, 2004; M.S., Sichuan University, Chengdu, P.R. China 1996; B.S. Sichuan University, Chengdu, P.R. China, 1990.

Zhang, Chao (2017) Assistant Professor. Ph.D., Institute of High Energy Physics, 2007; M.S., Huazhong Normal University, 2003; B.S., Hubei Normal College, 2000.

Division of Nursing

Bierema, Charlene (2015) Associate Professor. M.S.N., Texas Woman's University, 1980; B.S.N., Mount Marty University, 1972; Post Graduate Gerontology Certificate University of Minnesota, 2013.

Diedrichsen, Krystal (2012) Assistant Professor. M.S.N., Briar Cliff University, 2014; B.S.N., Mount Marty University, 2004.

Fuelberth, Julie (2017) Instructor. M.S.N., Nebraska Methodist College, 2013; B.S.N., Mount Marty College, 1986.

Magorian, Kathryn (2019) Dean of Nursing and Health Sciences, Associate Professor of Nursing. Ed.D., University of South Dakota, 2013; M.S.N., University of Southern Indiana, 2005; B.S.N., Mount Marty University, 1997.

McMillen, Melissa (2019) Assistant Professor. M.S.N., Western Governors University, 2014; B.S.N., Mount Marty College, 1993.

Smith, Diane (2016) Assistant Professor/Endowed Chair for Nursing. Ph.D., South Dakota State University, 2015; M.S.N., Briar Cliff University, 2010; B.S.N., Briar Cliff University, 2007.

Webert, Gayle (2008) Assistant Professor. M.S.N., South Dakota State University, 2009; B.S.N., Morningside College, 2001.



Division of Social Sciences

DeWitt, Dana (2005) Professor. Ph.D., South Dakota State University, 1989; M.S., South Dakota State University, 1986; B.S., South Dakota State University, 1984.

Ferris, Alan (1992) Professor. Ph.D., Kansas State University, 1992; M.S., Kansas State University, 1990; B.S., Kearney State College, 1988.

Gross, Charles (2010) Assistant Professor. A.B.A., National Commercial Lending School, 1984; M.B.A., University of Iowa, 1977; B.A., Oakland University, 1969.

Hofer, Lori (2009) Assistant Professor. M.P.A., University of South Dakota, 2007; B.A., University of South Dakota, 2007.

Lincoln, Lori (1987) Associate Professor. M.A., University of South Dakota, 1985; B.A., Wayne State College, 1980.

Nelson, Terry (2001) Professor. Ph.D., South Dakota State University, 2001; M.S., South Dakota State University, 1993; B.S., South Dakota State University, 1989.

Rounds, Jamison (2019) Assistant Professor. J.D., University of South Dakota of Law, 1997; CVA (Certified Valuation Analyst, National Association of Certified Valuators and Analysts, 2015), CM&AA (Certified Mergers & Acquisition Advisor, Alliance of Mergers and Acquisitions Advisors 2015). B.A., University of South Dakota, 1993.

Sejnoha, Joseph (1984) Division Chair/Associate Professor. M.B.A., University of South Dakota, 1984; B.A., Yankton College, 1980; AAS University of South Dakota, 1979.

Stull, Terry (2019) Instructor. M.B.A., Keller Graduate School, 1997; B.A., Mid-America Nazarene College, 1982.

Faculty Emeriti

Binder, Sister Cynthia, OSB, M.A., Georgetown University, 1988; M.A., University of South Dakota, 1958; B.A., Mount Marty College, 1957.

Frigge, Sister Marielle, OSB, Ph.D., Boston College, 1992; M.A., Washington Theological Union, 1979; B.A., Mount Marty College, 1967.

Hausmann, Janis, Ph.D., University of South Dakota, 2003; M.A., University of South Dakota, 1974; B.A., University of South Dakota, 1969.

Kessler, Sister Ann, OSB, Ph.D., University of Notre Dame, 1963; M.A., Creighton University, 1957; B.A., Mount Marty College, 1953.

Lemma, Sister Corinne, OSB Ph.D., University of Utah, 1988; M.S., University of Utah, 1985; B.S., Mount Marty College, 1974.

Lupien, Alfred, Ph.D., University of Hawaii, 1995; M.S.N., University of Alabama at Birmingham, 1989; B.S.N., University of Maryland, 1976.

Miller, Mary, M.A., University of South Dakota, 1987; B.A., Mount Marty College, 1971.

Neville, Sister Eileen, OSB, Ph.D., St. Louis University, 1958; A.B., Mount Marty College, 1953. Tereshinski, Robert, M.A., University of South Dakota, 1970; B.A., Yankton College, 1968.

Quintus, Sister Marcine, OSB, Ph.D. The Union Institute, 1985; Med/N, Columbia University, NY, 1974; BSN, Creighton University, 1958; Diploma Sacred Heart School of Nursing, 1954. ATE FACUL

Sorenson, James, Ph D., University of Georgia, 1986; M.S., University of Hawaii, 1980; B.S., University of Minnesota, 1977.

